**AP English: Language and Composition, Syllabus for Advanced Review for the College Board Audit**

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2019-2020

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**Educational Philosophy and Overview**:

Aesthetic qualities of literature, developing individual voice, social issues regarding commentaries, inquiry and projects, writing as a process.

**Course Description**:

Advanced Placement (AP) English Language and Composition is a college level course that deals in recognizing, analyzing, and expressing ideas. Students will spend the year considering important ideas advanced throughout history and in contemporary American society as they test their own ideas against those of others. Due to the challenging nature of Advanced Placement coursework, this course demands each student’s best effort, all the time.

Specifically, AP English Language is intended to engage students in becoming skilled readers of prose from various periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. It brings into focus the interactions among a writer’s purposes, audience expectations, and subjects, as it promotes examination of the conventions and resources of language that contribute to effective writing.

* Students in AP English Language and Composition will work towards an appreciation of the rhetorical and aesthetic dimensions that contribute to rich and effective writing. Students will take the AP examination in May (possibly earning scores that lead to college English credit) and will continue to develop as appreciative life-long readers and effective writers who think deeply and analyze critically. According to guidelines promoted by The College Board, students should be able to do the following upon completion of this course:
* analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques;
* apply effective strategies and techniques in writing;
* create and sustain arguments based on readings, research, and/or personal experience;
* write for a variety of purposes;
* effectively produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions;
* demonstrate understanding and mastery of standard written English, as well as stylistic maturity in writing;
* demonstrate understanding of the conventions of citing primary and secondary sources;
* research, draft, revise, and reflect upon personal writing;
* analyze image as text; and,
* evaluate and incorporate references into researched essays using an established format.

—Course Description: Advanced Placement English, The College Board (2006).

**Revision and Writing Process**

Drafting Policy: (CR13)

Writing in this class emphasizes process and individual growth as a writer. A daily grade will be given for rough drafts of essays which are due at the beginning of the period on peer writing workshop days; students receive full credit if they complete the word requirements. Rough drafts will be turned into Turnitin.com as will be second and third drafts. Rough drafts will receive peer feedback through Turnitin.com and students will revise this second drafts incorporating their peer feedback. Second drafts will be graded by the instructor. Once students receive their second drafts with the instructor’s grade and comments, they will have one week to revise the paper if they are not satisfied with their grade/score or wish to improve their writing. The grade for the revised draft will replace the previous grade. In connection with the writing process and emphasis on student progress, the final assignment of the semester will be the student construction of a portfolio representing their work over the course of the year, including works from first semester which focused on American Literature, nonfiction reading, argumentation, and textual analysis. We will focus during the writing process on developing our personal voices in writing and an appreciation for the depth of literature both nonfiction and fiction. This is in alignment with the assertion in the AP English Course Description May 2006/May 2007 that composition programs in college “recognize that skill in writing proceeds from students’ awareness of their own composing processes; the way they explore ideas, reconsider strategies, and revise their work” (p.7). In editing and revising their writing, students should incorporate the objectives for effective writing from The College Board’s AP English Course Description May 2006/May 2007:

Wide-ranging vocabulary appropriately and effectively;

A variety of sentence structures, including appropriate use of subordination and coordination

Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis

A balance of generalization and specific illustrative detail; and

An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure (p.8)

**Oral Language and Discussion**

During this course it is important that students be active participants we will engage with texts and ideas orally through frequent class discussions, speeches, presentations, debates, Socratic seminars, and simulations. Active participation is necessary for successful completion of this course.

**College Level Reading Texts and Text Selection (CR2)**

We will engage with a wide range of fiction and nonfiction texts, some of which we will read together as a class and some which you will select on your own. Students need to complete readings, thoughtfully consider the ideas and actively participate in writing and discussing these readings. **The texts will be challenging and deal with sophisticated language and ideas. Some texts may deal with controversial topics. In selecting texts on independent readings and projects students should select texts which they feel are appropriate to their interests.**

**AP Exams and Timed Writings (CR 13)**

At the end of the course, in May students will take the AP exam. The exam is comprised of three essays (argumentative, textual analysis, and synthesis) and a multiple-choice test. In preparation for this we will go through a process of preparing and participating in AP exams**.**  Students are expected to improve their writing and reading as a result of practicing for exams. We will go through a three-step process in preparing for this. In the first step, we will do guided readings of exam questions and write short responses sometimes in groups or partners. In the second phase in the first semester we will write essays with the opportunity to revise and polish. In the third phase, during second semester, timed writes will be graded on single class writings as they will be during the actual exam in May.

**Grading:**

60% Summative (5-7 per semester, projects, outside of class and inside of class essays)

20% Formative (10-12 a semester, Socratic seminars, simulations, debates, shorter writings)

20% AP Practice Exam/State of Georgia End of Course America Literature Final (2nd Semester)

**Primary Text:**

*The American Experience: Timeless Voices, Timeless Themes*. Upper Saddle Back, New Jersey: Prentice Hall, 2005

*Thank You for Arguing* by Jay Heinrich (CR2)

**Supplemental Novels and Texts:**

*Educated* by Tara Westover

*The Crucible* by Arthur Miller

*Narrative of the Life of Frederick Douglass* by Frederick Douglass

*Unbroken* by Laura Hillenbrand (or other works about survival which students will self-select)

*The Great Gatsby* by F. Scott Fitzgerald

*The New Jim Crow* by Michelle Alexander (or other works about crime and punishment which students will self-select) (CR 2)

**Student Self-Selected readings for many of the writing assignments**

**Course Organization, Framework, and Time Line**

This course will be comprised of nine units based on the College Board Framework which focuses on four elements of enduring knowledge: Rhetorical Situation, Claims and Evidence, Reasoning and Organization, and Style. Within these nine units we will engage with a range of texts and writings and themes or topics which will function as mini-units within the text. The general course outline and summative assignments are listed below followed by the actual units and sample assignments. **(CR1)**

**Unit One: Rhetorical Situation (Education)**

This unit focuses on introducing students to the rhetorical situation. Students learn the basic concepts associated with the rhetorical situation and the elements of argumentation focusing on claims and evidence. They write short responses to the rhetorical situations and elements presented by writers and short responses in which students generate their own claims and defend those claims with evidence. The unit has a mini-unit focusing on issues regarding education. This section will culminate with students participating in small groups in a debate on topics related to education. Students will analyze several AP prompts and write paragraphs responding the to the second question type on the exam, the analysis question. Nerds, Corporate Sponsorship, and Honors Systems in Schools. (CR1)

**Texts** for Reading and Viewing

* Thank You for Arguing
* Chapter One of Everything is an Argument by Andrea Lunsford et al.
* **Educated by Tara Westover**
* **Chimamanda Adichie commencement speech at Harvard, 2018 on the importance of telling the truth**
* **Michelle Kuok, The Healing Power of Reading, tedtalk.com, Sept 2018**
* **Tara Westover commencement speech at Northeastern University, 2019 on the Uninstagrammable-self**
* **Robert Smith commencement address at Morehouse, 2019 in which he pledges to pay the student debt for the entire graduating class**
* **The Reasoning Behind the SAT’s New Disadvantage Score, Natalie Escobar, Atlantic, May 17, 2019**
* **The SAT’s Bogus Adversity Score by Thomas Chatterton Williams, New York Times, May17, 2019**
* **College Cheating Scandal Shows Why Universities Should Use a Lottery, Natisha Wakikoo, The Conversation, March 13, 2019**
* **Should College Tuition Be Free, Room for Debate, New York Times, January 20, 2016**
* **Universities Avoid Politically Controversial Commencement Speakers after Student Protests, Alex Morey, USA Today, June 29, 2018**
* **Mike Pence’s Commencement Speech at Taylor University Stirs Controversy, Indianapolis Star, May 1, 2019 (CR2)**

**Activity One Introducing the Rhetorical Situation: The Key Elements of the Rhetorical Situation and Poster Assignment for Summer Reading (CR3)**

Directions For this assignment students should have read Thank You for Arguing as Summer Reading. We have a class set of Everything is an Argument and we will read sections from Chapter 1 which outlines the keys to argument. During this activity students will work in small groups to analyze rhetoric in the real world (advertisements, speeches, movies, newspapers, editorials, wherever they want). The teacher will then highlight key concept from the books as a framework for the rest of the course

Key concepts to introduce (we use Richard Norquist’s articles from thoughtco.com to illustrate the concepts):

[Exigence](https://www.thoughtco.com/exigence-rhetoric-term-1690688), [Kairos](https://www.thoughtco.com/kairos-rhetoric-term-1691209), [Stasis](https://www.thoughtco.com/kairos-rhetoric-term-1691209), [Five Canons of Rhetoric](https://www.thoughtco.com/the-5-canons-of-classical-rhetoric-1691771) --Invention, Arrangement, Style, Memory, and Delivery--Claims and Evidence, Thesis

[Logos](https://www.thoughtco.com/logos-rhetoric-term-1691264) (cause and effect, syllogism, analogy, statistics, definition)

[Pathos](https://www.thoughtco.com/pathos-rhetoric-1691598) (emotion or value)

[Ethos](https://www.thoughtco.com/ethos-rhetoric-term-1690676) (authority or validity)

**Poster Assignment:**

Summer Reading Persuasive Poster Assignment

You will be placed into groups of no more than six.

Get a tri-fold board

Do each of the following, neatly and thoroughly

Have read carefully the chapters from

Thank you For Arguing by Jay Heinrichs (everyone will read chapters 1, 2, 25, and 26 and your group will have a particular chapter) and think about the following questions:

What are the key concepts about argument within your chapters?

What are some real-world examples of argument strategies associated with your chapter?

How do those real-world examples illustrate your argument?

Everyone reads: 1: Open Your Eyes

2: Set Your Goals

25: Use the Right Medium

26: Give a Persuasive Talk

Group Assignments:

3: Control the Tense

5: Get Them to Like You

6: Make them Listen

9: Control the Mood

14: Spot Fallacies

16: Know Whom to Trust

19: Get Instant Cleverness

20: Change Reality

21: Speak Your Audience’s Language

The assignment:

On the left-hand side of the poster board write down key characteristics of the argumentative tools that Thank You for Arguing describes in your group’s chapter. Explain in your own words the characteristics and the key ideas for your chapter, what is the meaning of the chapter’s title? (at least five characteristics or qualities)

In the center create a collage of images which represent key ideas, arguments, or symbols from the real-world which illustrate the concepts from your chapter (this may be drawn or cut outs). Examples may come from but are not limited to the following:

Political cartoons

Advertisements

Television shows and movies

Songs

Newspaper and magazine articles

Advertisements and commercials

YouTube videos

Webpages

Sporting events

Everyday conversations

On the right-hand side write down explanations of how your real-world examples illustrate the concepts

Be prepared to present your poster and explain the key ideas including the degree to which you think the argument is supported and the degree to which you think this argument is relevant for today’s audience/society.

The accompanying rubric will be used for the evaluation of this assignment

|  |  |
| --- | --- |
| |  | | --- | | Summer Reading Poster Presentation Rubric  Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_ | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | Superior (45-50 pts) | Effective (40-44 pts) | Adequate  (35-39pts) | Inadequate/incomplete (34 and below pts) |
| Persuasive Argument, Claim, and Textual Support  50 points possible | Persuasive argument is well explained and thoughtfully connects real-world examples to the characteristics from Thank You for Arguing. Supporting evidence from the text successfully defends the claims of the student. | Persuasive argument is explained effectively and supported by specific examples from the real-world to the characteristics in Thank You for Arguing | The persuasive argument is explained adequately but textual support may be limited, undeveloped, or lack a full understanding of the text. | Claim is not expressed clearly or elaboration of text is poorly done. |
| Visual: 50 pts | The visual elements are highly engaging and fluidly support the thematic explanation of the text. | Visual images are neat and developed and connect to the argument in a thoughtful and original manner. | Visuals are generally complete but the connection to the argument is limited. | Visuals seem to be thrown together with little thought put into the process. |
|  |  |  |  |  |

Total: \_\_\_\_\_\_ Total: \_\_\_\_\_\_ Total: \_\_\_\_\_\_ Total: \_\_\_\_\_

**Activity Two: Commencement Speech Analysis**

**Part One: Prereading—quick write**

* Do you think that we as a society are more or less likely to tell the truth than previous generations?
* Why do we Instagram ourselves? Does our Instagram—social media self-reveal our true selves?

**Part Two: Note taking**

View the sections of two speeches, the first speech is by Nigerian novelist Chimamanda Ngozi Adichie at Harvard university in 2018. The second speech is my Tara Westover the author of *Education* at Northeastern University in 2019. The entire speeches and transcripts of the speeches are listed below

Notes on the Speech-Take notes on each of the following areas

|  |  |  |
| --- | --- | --- |
|  | Adichie, Harvard, 2018, “Above All Else Do Not Lie” | Westover, Northeastern, 2019  “The Un-Instagram able Self” |
| Exigence and purpose-what brings the speaker here? What is their purpose of the speech? Is this explicitly or implicitly made? (where in the speech is this?) |  |  |
| Context/Audience—where is it? What values and beliefs does the speaker share with her audience? |  |  |
| Delivery and Style-how is the speech delivered? What choices does the speaker make to  impact her audience? |  |  |
| Arrangement-how do the introduction and conclusion connect to the purpose? |  |  |

Write a paragraph on a separate sheet of paper in which you select one of the speeches and respond to the following questions: (CR3)

* What was the speaker’s purpose?
* What was the thesis of their argument?
* What evidence did they use to support this thesis?
* What rhetorical choices did the speaker employ to achieve those purposes?
* How were those strategies appropriate (or not appropriate for her audience)?

Part 3: Thesis writing and supporting claims (CR4)

Select one of the positions from one of the speeches. Write an original thesis statement in which you take your own position on the issue. The thesis should state the issue, your position, and why you take that position. Then write down two reasons why you take that position.

Thesis

|  |
| --- |
|  |

Reason One

|  |
| --- |
|  |

Reason Two

|  |
| --- |
|  |

Adichie transcript and full speech

<https://speakola.com/grad/chimamanda-ngozi-adichie-harvard-class-day-2018>

Tara Westover full video

<https://www.youtube.com/watch?v=tOO1d2yuTp0>

Tara Westover Transcript

<https://speakola.com/grad/tara-westover-the-uninstagrammable-self-northeastern-2019>

**Activity Three: Commencement Speaker Simulation (CR5)**

Part One: Read the three articles on selecting commencement speakers and free speech on campus and take notes. These focus on controversies involving speakers at commencement speeches and whether universities should prohibit certain speakers from addressing commencements.

|  |  |  |  |
| --- | --- | --- | --- |
| Topic | Tim Evans Indianapolis Star article on Mike Pence commencement speech | Alex Morey  Campuses Concede to Political Correctness on Commencement  USA Today | Jim Sleeper  Political Correctness and Its Real Enemies  NY Times |
| Claim |  |  |  |
| Evidence |  |  |  |

Write a paragraph in which you take a position on the boycott of controversial commencement speakers (CR 6)

Part Two: In your group you will assigned one of the following roles. This person is on a committee of six to select a commencement speaker at Grantland University, a large public state university of 30,000 students. From that perspective you are to do the following three things.

* Write a one paragraph biography of the person you have
* From that individual’s perspective, create a list of five to seven criteria for selecting a commencement speaker
* Select a currently living, actual person to serve as a commencement speaker. Explain in a paragraph your decision

Jordan Tate, a graduating senior in STEMS

Marshall Foster, a graduating senior in liberal arts

Dr. Martinez, a business professor

Dr. Lee, a history professor

Morgan Pierce, a university administrator

Cameron Franklin, CEO of one of the largest corporations in the state who serves on the university’s board of trustees

**Unit Two: Entering the Argument (Animals in Captivity)**

This unit focuses on introducing students to the rhetorical situation. Students learn the basic concepts associated with the rhetorical situation and the elements of argumentation focusing on claims and evidence. They write short responses to the rhetorical situations and elements presented by writers and short responses in which students generate their own claims and defend those claims with evidence. The unit has a mini-unit focusing on issues regarding gender. This section will culminate with students participating in small groups in a debate on topics related to gender. Students will analyze several AP prompts and write paragraphs responding the to the second question type on the exam, the analysis question. Thesis writing, looking at both sides of an argument, and developing supporting claims will be significant elements of this unit. We will focus on the issues involving human interactions with animals including whether it is ethical to have animals in captivity. (CR1)

Texts for Reading and Viewing:

* Blackfish
* Articles on Trophy Hunting and Animals in Captivity
* NBC news Coverage of Harambe shooting
* PBS news coverage of Harambe shooting
* NY Times online video of Harambe shooting
* The Death of Cecil the Lion, Editorial Board, New York Times, July 31, 2015
* In Zimbabwe, We Don’t Cry for Lions, Goodwell Nzou, NY Times, August 4, 2015
* Pros and Cons of Shooting Harambe, Howard Goodman and Kristen Wellesley, June 1, 2016 (CR2)

Activity: Close Reading of Articles on Trophy Hunting

Step One: Quick Write—pair share

Pass the paper to a partner. The partner reads it. Write down two things that you learned from reading the paper

Read the following essay. You can have students read it online or you can show it on an overhead.

[Memories from the South: Hunting Camp by David Joy in Time Magazine](http://time.com/5349472/david-joy-hunting-camp/)

Read the essay (it is short so I would suggest the teacher read it aloud)

Discuss the story

How does the narrator feel about hunting?

What sensory images (sight, taste, touch, smell, sound) does the author use?

He writes, “For the most part, ours is a culture on the brink of extinction.”

Why does he feel this way? For him what does hunting come to represent?

For Joy, what has hunting come to symbolize?

He ends the essay with this line, “Sooner or later, there will come a night when the last of the fire burns out.” Why does he end it this way? What is the fire for him? Do you think that he is right?

Step Two: Remember what you have read

Give students three minutes to read the following article. If you printed it out have the students turn the paper over; if they read on a device have them close the device after they have read it.

[White Savage for Killing a Giraffe by Billy Pellegrio in Time Magazine](http://time.com/5330261/giraffe-tess-thompson-talley-outrage/)

Pass out one sticky note to each student. They need to have something to write with.

Give them one minute to write down everything that they remember about the article such as details, description, key ideas, events, places, etc.

Discuss what students remembered. Do they think that they missed anything?

In sharing ask students if someone remembered anything that they had forgotten.

Discuss the article-

Why was the hunter portrayed negatively?

Do you think the backlash towards her was appropriate or inappropriate?

Do you think that hunting for trophies should be legal or illegal? What are your reasons for your position?

Step Three: Dialogue Journal

Read the following article from the Washington Post—you may either read it to them or have them read it off a device or a print out

[She Said She Killed Giraffe to Save more Giraffes by Alex Horton](https://www.washingtonpost.com/news/animalia/wp/2018/07/03/she-said-she-killed-this-giraffe-to-save-more-giraffes/?utm_term=.db8fc3d21aa2) from Washington Post

Have students take out a sheet of paper and something to write with and select a partner

Each student writes down one of the following three things:

A comment they have on the article

A question they have about the article (could be a question they have for one of the subjects or authors of the article or it could be a question about something that confuses or puzzles them or a question about an issue which they

A quote from the article

Give students one minute to write a, b, or c from above

Students are to pass their papers to their partners-the partner is to read their partners question, comment, or quote

The partner is to write a question, comment, or quote back to their original writing-give them approximately two minutes to read and respond

Pass papers back to the person who wrote the original comment. This person now has three minutes to read and respond to the comments, questions or quotes. They should finish off whatever ideas they want.

Ask students to offer out any ideas that occurred to them from the process. Did they and their partners seem to have similar takes on the article?

Did the hunter, Tess Thompson, offer justifiable reasons for her trophy hunting? Why or why not?

Step Four: Agree or Disagree—Four Corners

Explain to students that they are to go to a corner of the room based on their reactions to the following statements; one corner will be if they strongly agree with the statement, one corner will be if they agree with the statement, one corner will be if they disagree with the statement, and one corner will be if they strongly disagree. Post a sheet of paper in each corner (strongly agree, agree, disagree, strongly disagree to remind students where they should be standing).

After reading each statement have students go to their corner. I usually give a ballpark figure of how many students percentage wise take each position on the class. They go to each class and ask students to explain their reasons for taking a stance on each specific statement. After students have presented their arguments you can ask any members if they want to change where they are standing and allow them to change.

Hunting is a great sport that many people should participate in

Hunting should be limited to hunting for food to eat

Trophy hunting shows that a person has great skill and should be an activity that we continue to promote

Hunting is a crucial activity that brings in needed money to many communities both in the United States and elsewhere

A ban on animal parts coming from Africa, such as elephant tusks and ivory, should be maintained

Read the article

[Lifting Ban on Elephant Parts Matthew Diebel USA Today](https://www.usatoday.com/story/news/world/2017/11/16/trump-administration-reverses-ban-elephant-trophies/869589001/)

As students read, they are to write down three statements that they think are important from the article regarding the ban on elephant parts

Step Five: Show the students the following topics—and have them write a paragraph

Topic A: Hunting is a vital part of the economy

Topic B: Trophy Hunting is an appropriate activity and a person should not be shamed for participating in it

Topic C: There should be a ban on importing parts of animals that are being hunted for those parts such as elephant parts

Each paragraph should have the following elements

A clear thesis statements

Two supporting reasons connected to the thesis statement

An example taking from the student’s experience, reading, or observations in the media

A quote from any of the four articles

Analysis-at least one sentence which explains how the example(s) and quote connect back to and support the original thesis

Graphic Organizer for Planning your Paragraph:

|  |
| --- |
| Thesis: A clear statement of your stance on the issue |
| Supporting Reason 1: a reason which supports your thesis |
| Supporting Reason 2: a second reason which supports your thesis |
| A direct quote from one of the articles: write down the name of the article, author, journal, and year from the article and one quote |
| One example which supports your thesis which can come from your experience, reading, or observations in the media |
| Analysis: Explain how your example supports your position |

**Activity Two: Persuasive Letter on Harambe**

**Handout One: The Killing of Harambe**

**Prereading**

* View the scenes on the gorilla in the zoo from NPR, NBC, and NY Times Online
* [Video Gorilla Killed to Save Boy at Cincinnati Zoo](file:///C:\Users\drrsg\AppData\Roaming\Microsoft\Word\•%09http:\www.npr.org\sections\thetwo-way\2016\05\29\479919582\gorilla-killed-to-save-boy-at-cincinnati-zoo)

[NBC News Outrage Grows Over Killing Gorilla](http://www.nbcnews.com/news/us-news/outrage-grows-after-gorilla-harambe-shot-dead-cincinnati-zoo-save-n582706)

* [New York Times Video](http://www.nytimes.com/video/us/100000004455672/no-charges-for-mother-over-dead-gorilla.html?rref=collection%2Ftimestopic%2FZoos&action=click&contentCollection=science&region=stream&module=stream_unit&version=latest&contentPlacement=6&pgtype=collection)
* What are the significant issues which the videos raise?
* Based on what you know should the gorilla have been shot? Should the mother be tried?

**Graphic Organizer on Harambe**

|  |  |
| --- | --- |
| Video Clip | What are important issues in the clip? What images stand out in the clip? |
| Local Cincinnati Clip |  |
| NBC News Clip |  |
| NY Times Clip |  |

**Handout Two: Reading and Annotating News articles**

**Reading**

* Read and annotate any three of the articles including the pictures on the incident involving the child and Harambe at the Cincinnati Zoo. For each article annotate the following:
* What is the thesis of the article?
* Review elements of argument: ethos (authority and validity of speaker), pathos (emotions of audience and sense of values, right and wrong) and logos (logical argument-cause and effect, statistics, definition, and compare)
  + What type of argument is being made?
  + What is presented as evidence for the argument?
* What types of appeals are made (ethos, pathos, logos)? Underline specific examples of these for each article?
* What is most effective about the arguments? Why are they or are they not convincing?
  + Harambe at Cincinnati Zoo Articles What is the occasion of the argument?

[NY Times Article Overview](http://www.nytimes.com/2016/06/07/science/gorilla-shot-harambe-zoo.html)

[Palm Beach Post Editorial Pros and Cons of Shooting Harambe](http://opinionzone.blog.palmbeachpost.com/2016/06/01/pro-con-should-the-cincinnati-zoo-have-killed-harambe-the-gorilla/)

[Editorial Defending Shooting Harambe from Independent UK](https://www.independent.co.uk/voices/editorials/however-unfortunate-the-loss-may-be-it-was-right-to-kill-harambe-the-gorilla-a7057836.html)

[The Guardian Shooting Gorillas Should Be the Last Resort](https://www.theguardian.com/commentisfree/2016/may/31/gorillas-shooting-harambe-cincinnati-zoo)

[Discussion of Mother Shooting Gorilla USA Today](https://www.usatoday.com/story/news/nation-now/2016/06/06/cincinnati-zoo-gorilla/85495952/?utm_source=feedblitz&utm_medium=FeedBlitzRss&utm_campaign=usatoday-newstopstories)

[LA Times Editorial on Mother’s Responsibility](http://www.latimes.com/opinion/opinion-la/la-ol-harambe-gorilla-death-zoo-20160606-snap-story.html)

[Sydney Morning Herald Anger at Mother Mounts](https://www.smh.com.au/environment/conservation/gorilla-death-anger-mounts-after-harambe-killed-to-rescue-boy-at-ohio-zoo-20160531-gp7oct.html)

**Handout Two Page 2: Killing of Harambe News Articles**

|  |  |  |
| --- | --- | --- |
| **Article Title** | **Position of Article/Pro/Con/Neutral** | **Evidence or Facts**  **Type of Argument it uses**  **(Ethos, Logos, Pathos)** |
|  |  |  |
|  |  |  |
|  |  |  |

**Handout Three: Killing of Harambe Letter**

**Writing Letter Assignment**

Write a letter for option A or **OR B.**  This may be done individually or with a partner.

Option A: write a letter to the Zoological Society of America stating your position on whether Harambe should have been killed

Option B: write a letter to the district attorney of Hamilton County Ohio stating your position on whether the mother should have been charged with neglect/child endangerment

Your letter should have three paragraphs (CR8)

* An introduction which gives background/context for the issues, introduces yourself, identifies the audience, and states your thesis
* Two body paragraphs which state your claims (supporting reason for your thesis), your evidence (examples which can include information from the articles), and analysis (explanation of how your evidence supports your position)
* Use ethos, logos, or pathos within your position
* Cite at least two articles using a direct quote from each
* Show a consideration of both sides of the argument
* Remember to integrate elements which we have learned from *Thank You for Arguing*

Post your response to google classroom. The essay will be scored using the attached rubric. This will count as 50 points in the formative category.

Harambe **Letter Rubric**

**Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| **Element** | **Does Not Meet Standard** | **Approaches Standard** | **Meets Standard** | **Exceeds Standard** |
| **Use of sources** | Draws inaccurate or highly debatable information from one or more sources regarding the position on the fate or Harambe or the mother of the child; does not acknowledge discrepancies. | Draws debatable information from one or more sources on the fate or Harambe or the mother of the child; may identify or acknowledge discrepancies. | Synthesizes accurate information from two or more sources on the fate or Harambe or the mother of the child; identifies and acknowledges discrepancies. | Expertly synthesizes accurate information from at least two sources on the fate or Harambe or the mother of the child; identifies and acknowledges complexities, discrepancies. |
| **Organization and Structure** | There is a lack of organization which makes it difficult to identify or focus on the thesis. | Thesis and organization rarely work together to give your letter focus. | Thesis and organization inconsistently work together to give your letter focus. | Thesis and organization consistently work together to give your letter focus. |
| **Voice** | The text does not incorporate the individual voice; writing is generic. | Portions of the text incorporate the individual voice. | Text incorporates the individual voice in sentence variety and style. | Text highlights the individual voice in sentence variety and style. |
| **Grammar, Mechanics, and Formatting** | Major flaws in the category of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.  Format is incorrect or missing major elements. | Several minor flaws in the category of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.  Minor flaws in paper format. | Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.  Basic formatting (double space, MLA Header, etc.) | Demonstrates a skillful understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.  Appropriate formatting (double space, MLA Header, etc.) |

**TOTAL: \_\_\_\_\_\_\_\_\_\_/50 Formative**

**Unit Three: Developing Claims and Evidence (The Crucible and Logical Fallacies)**

Students should continue to see themselves as evidence collectors, continually assembling and reviewing a range of evidence to identify overarching patterns that can be used to craft a thesis statement. But in this unit, students should focus on improving the ways they explain and connect evidence and claims to establish a clear line of reasoning through their essay. This unit will focus on reading and analyzing Arthur Miller’s the Crucible, along with investigating propaganda and logical fallacies, and in particular the role of scapegoating in persecution throughout history.

**Text:**

* The Crucible by Arthur Miller
* Range of Advertisements, political cartoons, and posters focusing on logical fallacies
* Articles which students individually find and research on historical examples of scapegoating
* Burn Her: Why it’s Dangerous to be a Witch in a Recession, Tim Harford, Slate, September 20, 2008

**Activity One: Scapegoating in History**

Step One: Explain to students what scapegoating is and how it often depends upon stereotyping and introduce the directions below.

Introduction:  Often during the course of world history people in power have [scapegoated](https://en.wikipedia.org/wiki/Scapegoating) individuals and groups in order to exercise control over a society.  Frequently these leaders have caused hysteria through the spreading of propaganda.  We will focus on the issues of hysteria and scapegoating in this lesson and then focus and connect those to the uses of propaganda and logical fallacies.   
  
Task:  You will consider one of the historical periods from below.  You should conduct a web search on this topic (use historically accurate, academic web pages) focusing on the historical context, the cause of the persecution, the persecutors and the persecuted, and the hysteria which ensued.  Be sure to analyze the methods which the persecutors applied in their witch hunts. You will be provided with one web link about the topic but then you should find two additional sources. Provide a bibliography of the sources in your final product.

Step Two: Pass out Handout One. Read the Slate article and discuss it with students. Have the students split into groups of 4-6 and complete the project on Handout Two. Give them time to research their topics and take notes on the chart.

Step Three: After students have been worked on the project and taken notes, pass out Handouts Two and Three. Read the poem and discuss it and give students time to complete the presentation either a poster or an electronic presentation.

Step Four: Have students present their findings to the class. Use the attached rubric to score the presentations.

Handout one, part one: Background  
1.  Read the following  [Slate Article on Witches](http://www.slate.com/articles/arts/the_undercover_economist/2008/09/burn_her.html)

* Why has scapegoating been associated with witches throughout history based upon the article?
* Why do these sorts of persecutions exist?
* Why are selected groups often scapegoated?
* Why are stereotypes an important element in the scapegoating of people?

2. Your group will be given a specific period to study. Read the information on the group in the weblink provided. Then find two additional sources on your topic. Include a bibliography for the two additional sources in your final product. Read all three sources and take notes on them.

Group A: [Red Scare Sacco and Vanzetti](https://www.theatlantic.com/magazine/archive/1927/03/the-case-of-sacco-and-vanzetti/306625/) (1920's and 1930's)  
Group B: [Spanish](https://www.britannica.com/topic/Spanish-Inquisition) Inquisition (15th and 16th centuries)  
Group C: [Holocaust](https://encyclopedia.ushmm.org/content/en/article/the-nuremberg-race-laws?series=21814) (Germany and Eastern Europe, 1930's and 1940's)  
Group D: [Aids Epidemic of the 1980's  Homosexuals](http://articles.latimes.com/1987-07-20/local/me-2954_1_gay-men) (United States)  
Group E: [Post 9/11 Scapegoating of Muslims](https://www.npr.org/2016/06/05/480861394/muslims-are-just-the-latest-in-history-of-scapegoats-author-says) (United States and Europe 2000's)  
Group F: [McCarthyism and Anti-Communist Movement](https://www.britannica.com/topic/McCarthyism)(United States 1950's)  
Group G: [Mao and Chinese Revolution](https://www.history.com/topics/china/cultural-revolution) (China 1930's to 1960's)  
Group H: [Stalin and Pogroms](https://news.stanford.edu/2010/09/23/naimark-stalin-genocide-092310/) (1920's to 1950's)  
Group I: [Japanese American During World War II](https://www.smithsonianmag.com/history/injustice-japanese-americans-internment-camps-resonates-strongly-180961422/) (1940s)  
Group J: [Immigrants Early 20th America](https://www.pri.org/stories/2015-11-26/brief-history-america-s-hostility-previous-generation-mediterranean-migrants) (1900's United States)

Handout one, page 2 sources and information notes

|  |  |  |
| --- | --- | --- |
| Source—author, name of source, date published | Who was scapegoated and by whom?  What happened according to source? | Why was this group scapegoated? |
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Handout two, presentation assignment (this may be done on a physical poster or as a Prezi or PowerPoint)

1. Create a summary of the historical points related to the situation: time and

location, persecutors and persecuted, reasons for the persecution, methods applied to the persecution, historical results of the persecution.  
Write these key points on the poster.  There should be at least 5 statements on the poster.

1. Analyze the following specific issues related to the time frame that you are discussing.  
     
   A. Examine the hysteria you find at that specific historical time.  What caused the feelings of unease?  
   B. Why were particular groups scapegoated at the time?  What caused large segments of the society to be willing to scapegoat these individuals?  
   C. How was propaganda a significant element that came into play at the time?
2. Visual elements.  Place three pictures or draw images which illustrate the historical period you are considering.

**Handout three: Niemoller poem**

1. Read the poem by Martin Niemoller, a prominent Protestant pastor who criticized Adolph Hitler during his rise to power. He spent seven years in concentration camps as a result of his criticisms.

First they came for the Socialists, and I did not speak out--Because I was not a Socialist.  
  
Then they came for the Trade Unionists, and I did not speak out--  
Because I was not a Trade Unionist.  
  
Then they came for the Jews, and I did not speak out--  
Because I was not a Jew.  
  
Then they came for me--and there was no one left to speak for me.

1. **Write a one-page response to the poem explaining what it reveals about the power and problems with scapegoating.**

**Analysis of Group Presentation Student Version**

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| --- | --- | --- |
| Group Persecuted | 3 facts about the time- period/group persecuted | Logical fallacies/propaganda used |
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| |  | | --- | | **Crucible/Historical Presentation Rubric**  **Dr. Gingrich, AP Lang**  **Student Names:** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **Superior (14-15 pts)** | **Effective (12-13pts)** | **Adequate**  **(10-11 pts)** | **Inadequate/incomplete (0-9 pts)** |
| **Historical Analysis of History, Scapegoating, Hysteria, Summary of Key Points**  **15** | Background and analysis are well explained fulfilling thoughtfully the requirements for a historical explanation of scapegoating, cause and effects, and the hysteria through carefully selected, specific examples. | Background is explained effectively and supported by some examples which discuss the historical period, the cause and effects of the movement, and the ensuing hysteria. | The historical period is explained adequately but examples may need more development and analysis may be incomplete. | The historical period is not expressed clearly or elaboration of text is poorly done. |
| **Visual Elements**  **5 pts** | The visual elements are highly engaging and fluidly support the explanation of the period. 5 points | Visual images are neat and developed and connect to the historical in a thoughtful and original manner. 4 points | Visuals are generally complete but the connection to the historical period is limited  3 points. | Visuals seem to be thrown together with little thought put into the process.  1-2 points |
| **Oral Presentation: pts**  **15 Points** | The presentation carefully and thoughtfully develops examples which illustrate the historical period and the ensuing hysteria. | The presentation and poster elaborate on the historical period and the ensuing hysteria. | Examples and connections to the historical period are undeveloped or lacking in careful thoughts. | Connections to the historical period are unclear or undeveloped. |
| **Written Response**  **To “First they came15 points** | Thorough, well thought out analysis connecting the play and the historical period. | Well thought out response connecting the play and the historical period | Adequately connects the play and the historical period. | Limited connection between the play and the historical period. |

**Total: \_\_\_\_\_\_ Total: \_\_\_\_\_\_ Total: \_\_\_\_\_\_ Total: \_\_\_\_\_**

**Final Grade: \_\_\_\_\_\_ / 50 total possible pts**

[Category = Formative Assessment]

**AP Argumentative Essay on *The Crucible* and Summer Reading**

**2009 AP® ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE QUESTIONS (Modified for Summer Reading)**

**(CR6)**

Adversity has the effect of eliciting talents which in prosperous circumstances would have lain dormant.

—Horace



Consider this quotation about adversity from the Roman poet Horace. Then write an essay that defends, challenges or qualifies Horace’s assertion about the role that adversity (financial or political hardship, danger, misfortune, etc.) plays in developing a person’s character. Support your argument with appropriate evidence from your reading, observation, or experience. You must make two direct references to *The Crucible* by Arthur Miller and two direct references to your summer reading. Include a bibliography of your summer reading book at the end of the paper.

* This is open book, you must make at least two references to your summer reading-direct quotes
* Other references may come from your

Readings (books inside and outside of school)

Observations including media and “real” world observations

Personal experiences

Use of Appeals

* Use at least two logical appeals: cause and effect, syllogism, definition, and analogy
* You may use additional logical appeals or emotional appeals (emotion, value) or appeals to ethos (validity or authority of the speaker)

**You will have one period to refer to your books, write a draft and turn the rough draft into turnitin.com.**

**You will have one period to look over your draft revise and turn in your final copy to turnitin.com.**

**Rough Draft is due end of period September 10th**

**2nd Draft is due end of period September 18th**

* *Logos (***Definition, Cause and Effect, Comparison, and Syllogism**)
* *Ethos* ***(*Credibility/Authority of the Speaker**)
* *Pathos* ***(*Values**: right or wrong; **Emotion**: fear, joy, love, anger, etc.

**Logical Appeals:**

**Definition**

Definition demonstrates how to set the terms or parameters of an argument. Defining issues in terms that support your position frames the argument so that, through syllogistic reasoning, an audience can be led logically to the conclusion you intend. To argue by definition, then, is to convince the audience that the definitions are reasonable, supportable and logical and, since your argument is based on them, your conclusions are as well. <http://writing.colostate.edu/guides/documents/argueparts/definition.cfm>

**Cause and Effect**

Cause and effect demonstrate how a given problem leads to effects which are detrimental or how the causes of a problem need to be addressed. In either case, the writer sets up a logical relationship based in causality as a key part of the argument, using other forms of proof to support their analysis of causes or effects.

<http://writing.colostate.edu/guides/documents/argueparts/causeeffect.cfm>

**Compare and Contrast**

Compare and contrast demonstrates how a given argument may be similar to or different from something that they already hold to be true. By logical extension, the similarity between the two gives your argument more persuasive power. Pointing to the differences between something held as fact and something you are arguing can convince the audience of its worthiness and allow you to focus only on the differences. <http://writing.colostate.edu/guides/documents/argueparts/comparecontrast.cfm>

## Syllogistic Reasoning

## Syllogistic reasoning demonstrates deductive logic and begins from the premise that a fact or opinion is inarguably true. Through a series of steps, the writer demonstrates that the position being argued follows logically from that premise; an extension of what is already inarguably true. In another use of this appeal, the writer presents a series of facts from other sources and then draws a logical conclusion based on these facts, showing how each group of facts leads to a premise which the audience can accept as fact, and finally, how these premises, when put together, lead to a certain conclusion.

## <http://writing.colostate.edu/guides/documents/argueparts/syllogistic.cfm>

**Handout 2: Graphic Organizer**

Write your thesis for the paper in the following box. The thesis should explain the topic or issue, explain your position on the topic, and provide a reason why you take that stance.

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| --- | --- | --- |
| Supporting Reason: Each supporting reason should support your thesis | Pieces of Evidence  Have two pieces of evidence total from your readings, experiences, and/or the media  At least two should come from *The Crucible* | Analysis  Explain how your evidence supports your reason. |
| Reason One: |  |  |
| Reason Two: |  |  |
| Reason Three: |  |  |