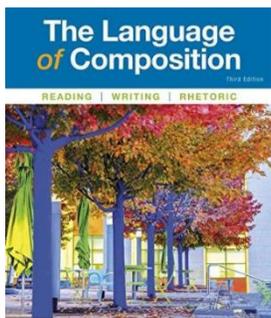## Core Text / Materials

Please ensure you obtain the following:
- ☐ *The Language of Composition*, 3rd Edition – (Teacher Edition)
- ☐ *The Language of Composition,* 3rd Edition – (Student Edition: class set)
- ☐ Bedford app on Clever for book online access
- ☐ AP Classroom Access
  - ○ You can sign in or sign up here.
  - ○ Identify your AP Coordinator on campus and obtain course audit approval.
- ☐ Unit/Model Internalization Guide
- ☐ AP English Language Course and Exam Description, Fall 2020
- ☐ AP English Language Conceptual Framework

Note: This guide will follow the unit materials provided by College Board through their CED and lay these beside the thematic chapters in *The Language of Composition*, 3rd Edition, emphasizing the skills that each unit enumerates and highlights.

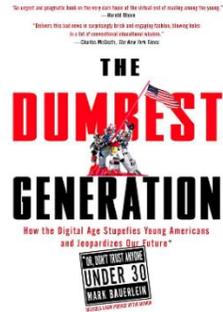## Unit Overview

Unit Overview	Notes
Unit 3 leads students more deeply into using evidence more effectively in an argument. Students will gather evidence and determine which evidence is most effective to support the claim they are making. Then students will also work on the quality of their commentary about evidence: introduce evidence more smoothly and write commentary that links the evidence logically to the claim. They will position their argument among others' arguments by synthesizing sources and citing their sources clearly. Students will work on planning and executing a line of reasoning in their argument, making logical connections from paragraph to paragraph. Additionally, methods of development in a text vary, and students will strategize and use methods of development that best suit their purpose.	

Big Ideas/Skills from Unit 1 and 2 to spiral into Unit 3

RHS – Rhetorical Situation	CLE – Claims and Evidence	REO – Reasoning and Organization
1.A Reading – Identify and describe rhetorical situation.	3.B Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.	5.B Reading – Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
2.A Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.	4.B Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.	6.B Writing – Use transitional elements to guide the reader through the line of reasoning of an argument.
1.B Reading – Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.		
2.B Writing – Demonstrate an understanding of an audience's beliefs, values, or needs.		

Target Big Ideas/Skills: Unit 3

Enduring Understanding	Skills	Essential Knowledge
CLE: 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.	**3.A Reading** – Identify and explain claims and evidence within an argument.	**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.
	4.A Writing – Develop a paragraph that includes a claim and evidence supporting the claim.	**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
REO: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.	**5.A Reading** – Describe the line of reasoning and explain whether it supports an argument's overarching thesis.	**REO-1.B** Writers may express a claim and then develop a line of reasoning to justify the claim.
	6.A Writing – Develop a line of reasoning and commentary that explains it throughout an argument.	**REO-1.C** Writers explain their reasoning through commentary that connects chosen evidence to a claim.
	5.C Reading – Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.	**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.
	6.C Writing – Use transitional elements to guide the reader through the line of reasoning of an argument.	**REO-1.H** Some typical methods of development are narration, cause-effect, comparison-contrast, definition and description.
STL: The rhetorical situation informs the strategic stylistic choices that writers make.	**7.A Reading** – Explain how word choice, comparisons, and syntax contribute to the specific tone of style of a text.	**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.
	8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.	**STL-1.C** Precise word choice reduces confusion and may help the audience perceive the writer's perspective.

Know (nouns)	Do (verbs)
Based on your internalization of the standards and curriculum documents, at the end of the unit, our students will…	
Factual Knowledge	*Skills*
Concepts	

Vocabulary

Roadmap				
Lesson	**Skill / Objective**	**Instructional Notes**	**Vocabulary**	**Resources**

1	**Skill 3.A –** Identify and explain claims and evidence within an argument.
	
	Objective: SWBAT identify the main claim and supporting evidence within a synthesized argument.
		Understanding Synthesized Arguments: Identify Claims and Evidence
		Language of Composition, **read chapter 4, pages 138-145**
		• What is Synthesis?
		  o In argumentative writing, synthesis refers to the process of combining information, evidence, and ideas from multiple sources to develop a cohesive and persuasive argument or thesis. It involves integrating various viewpoints, data, and sources to create a more comprehensive and nuanced perspective on a particular topic or issue.
		• **Activity 1 page 140**
		  o encouraged to write three types of responses: agree, disagree, disagree and concede to find common ground
		  o Op-Ed: Change your diet for climate change
		     Holt, Lauren. "Change your diet for climate change." The Columbian Chronicle, 9 April 2023, https://columbiachronicle.com/op-ed-change-your-diet-for-climate-change. Accessed 10 October 2023.
		• Key Points:
		  o Establishing an "informed audience" and "credibility"
		  o How does a writer interest or persuade a specific audience?
		  o Refer back to rhetorical triangle and appeals for purpose and function in sources.
		• **Activity 2** – additional selection from pages 141-145
		  o **Option 1:** Using sources to inform an argument selections (5-10 minute read)
		  o **Option 2:** Using sources to appeal to an audience selections (8-15 minute read)
		
		Suggested graphic organizer for source annotations:
			synthesis
			sources
			• primary
			• secondary
			tone
			claim
			data
			evidence
			assumptions
			position
			qualify
			bias
				AP Central "Preparing for the Synthesis Question" by David Jolliffe
				• Read *(note: comment on timing and rules about the 15 min reading period have changed since publication of this article)*
				• Analyze
				• Generalize
				• Converse
				• Finesse
				• Argue

Sample: Source – Op-Ed: Change your diet for climate change

Paragraph	Tone (+ / - / N)	#hashtag notes
1	-- (negative)	#climatechangecritical #planetincrisis #dietcanbeourdownfall
2	-- (negative)	#animalagricultureequalshighemissions #methane #fossilfuels

Note: this graphic organizer is modeled after <u>screen-to-scratch</u> suggested annotations writing trainings provided by our national coaches: Jay Gowen and Margaret Grabowski

2	**Skill 4.B –** Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
	Skill 3.A – Identify and explain claims and evidence within an argument.
	
	Objective: SWBAT draft a thesis and identify the main claims and supporting evidence in sources discussing the topic: Is Technology Making us Dumber?
		Analyzing the Impact of Digital Technology on Human Intelligence Language and Composition, **read chapter 4, pages 145-148.**
		
		Brainstorm an initial response to the prompt:
		• Read the full prompt pgs. 145-146
		• Has technology had an overall negative or positive impact on human intelligence?
		• Sample Sentence Frame:
		While **technology** has **[positive/negative/both positive and**
		    (topic) *(choose a stance)*
		negative] effects on **[specific aspects of]** human intelligence, its
		
		overall impact is dependent on _____
		
		_____.
		          (establish a position)
		
		Analyze Source 1: from The Dumbest Generation, Mark Bauerlein (5 min read)
		• Key Points:
		    o Audience: millennials
		    o Appeal: ethos
		• Create list of sources by following a works cited page
		    o MLA Style:
		Bauerlein, Mark. *The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future (or, Don't Trust Anyone under 30)*. New York, NY: Jeremy P. Tarcher/Penguin, 2008.
			unpack
			concession
			refutation	

| 3 | **Skill 3.A –** Identify and explain claims and evidence within an argument.

Objective: SWBAT analyze and evaluate the main claims and supporting evidence in sources discussing the topic: Is Technology Making us Dumber? | Analyzing the Impact of Digital Technology on Human Intelligence
Language and Composition, **read chapter 4, pages 148-159.**

Sources:
2. Alison Gopnik / Is "Screen Time" *Dangerous for Children*? (6 min read)
3. R. Smith Simpson / from *Are We Getting Our Share of the Best*? (3 min read)
4. Jacqueline Howard / *This is How the Internet is Rewiring your Brain* (7 min read)
5. Nicholas Carr / *The Illusion of Knowledge* (8 min read)
6. Michael Agger / from *Interview: Clive Thompson's Smarter Than You Think* (6 min read)
7. Sherry Turkle / from *Stop Googling. Let's Talk.* (5 min read)
8. *Americans' Cell Phone Use During Social Activity* (graph) (2-4 min analysis)

• Ask students to briefly skim each source and jot down their initial impressions, including the source's title, author, publication date, and a summary of its main points.
• Continue Practice on MLA Style Works Cited page
• Divide the class into groups, assigning one or two sources to each group.
   ○ In their groups, students should:
       ➢ Conduct a close reading of the source(s).
       ➢ Analyze the source's tone, reliability, credibility, and bias.
       ➢ Identify key arguments, evidence, and examples used in the source(s).
       ➢ Determine how the source(s) relate to the essay's topic.
       ➢ Group sources based on support or counterargument to student's initial draft thesis. (Choose 3)
Activities to support identification of claims and evidence:
   ➢ page 156, Common Ground (Venn Diagram)
   ➢ page 158, "yes, but" statements
   ➢ page 159, Identifying key issues and connect supporting sources
(sample answers are available on Resources flashdrive) | | |

4	**Skill 4.B –** Write a thesis statement that requires proof or defense and that may preview the structure of the argument. **Objective:** SWBAT critically analyze the advantages and disadvantages of technology us by engaging in Socratic seminar and develop a thesis that will require evidence from selected sources.	Exploring the Pros and Cons of Technology Use Language and Composition, **read Chapter 4: pp. 159-161** *(overview on writing a synthesis essay)* • Summarize sources (page 160) and their positions (3 min read) **SAMPLE graphic organizer to summarize sources** | Source	Tone	# notes	GIST
1	--	#youthculture	Youth don't use tech to its advantage and are simply echoing information
2	+	#techstimulatescuriosity	Internet is good for breadth of knowledge

3			|
			
			• Review the guidelines for the seminar, emphasizing the need for respectful dialogue and the use of evidence to support opinions.
			  o Pose open-ended question from prompt (Lesson 2)
			    ▪ Has technology had an overall negative or positive impact on human intelligence?
			  o Participants take turns sharing their viewpoints, supported by evidence from their readings. (Lesson 3)
			    ▪ "I agree or disagree because according to source ___ which supports _____(position)_____"
			• Formulate a Position
			  o Model introduction to a synthesis essay
			  o Write a thesis statement
			    ▪ Students can capture one of the working thesis statements on pages 161-162 (2 min read) and rewrite to solidify as their own.
			    ▪ Ensure students can identify if their position supports or counters the techs impact on human intelligence.
			• <u>Suggested Exit Ticket:</u>
			  o Rewrite their thesis statement to counter their own argument.		

5	**Skill 4.A –** Develop paragraphs composed of a claim and evidence that supports the claim	Incorporating Quotations into Paragraphs Language of Composition, **read Chapter 4, pages 162-164** • Instruct students to write a paragraph that supports their thesis statement with relevant evidence. Emphasize the need for a topic sentence that introduces the main claim and supporting evidence. The paragraph structure should somewhat follow:		

	Objective: SWBAT develop a paragraph that includes a clear claim and supporting evidence from at least one source regarding the impact of technology on human intelligence.	○ Topic Sentence (Claim)
		○ Evidence 1
		○ Commentary/Explanation of Evidence 1
		○ Evidence 2
		○ Commentary/Explanation of Evidence 2
		○ Concluding Sentence
		• Teach students how to incorporate quotations from the text as part of their evidence. Explain the following steps:
		  ○ Select a relevant quote: Choose a sentence or phrase from the reading that directly supports your claim.
		  ○ Introduce the quote: Use a lead-in sentence to provide context for the quote and explain how it connects to your claim.
		  ○ Present the quote: Enclose the quoted material in quotation marks.
		  ○ Analyze the quote: After presenting the quote, explain its significance and how it supports your claim.
		• Framing Quotations pg 162 (3 min read)
		  ○ Lead in sentence – quote – commentary
		• Integrating Quotations pg 163 (1 min read)
		  ○ Own sentence + 7 or less words from other's ideas (integrated quote) + back to your own idea/commentary.
		• Citing Sources pg 164 (1:30 min read for "exam prep")
		  ○ Quote - (source ___) or (author's last name)
		  ○ Paraphrase – (source ___) or (author's last name)
		  ○ Identify author and work within the quote/paraphrase
		    ▪ Optional Work: Formal Research Paper pg 164 (1:30 min read)
		    ▪ MLA documentation procedures (Appendix D pg 1227)		

6	**Skill 5.A** – Describe the line of reasoning and explain whether it supports the argument's overarching thesis	Identify line of reasoning Language of Composition, **pages 106-122** *(**Note:** This lesson will only summarize the common ways to structure an argument and focus on identifying those components in an exemplar essay and compare to the student's draft essays created in lessons 2-5. You may want to take a flex day to review structures of an argument more in depth for students struggling with argumentation and dig deep into the examples from the textbook.)* **Key Points:**		

Objective: SBWAT explore and analyze argument approaches while providing a clear line of reasoning in well-structured arguments.

1. **Classical Oration** - structured and systematic approach to persuasive communication
   a. Introduction
   b. Background
   c. Main points
   d. Supporting evidence
   e. Addressing Counterarguments
   f. Conclusion

   Introduction

   Body Paragraphs
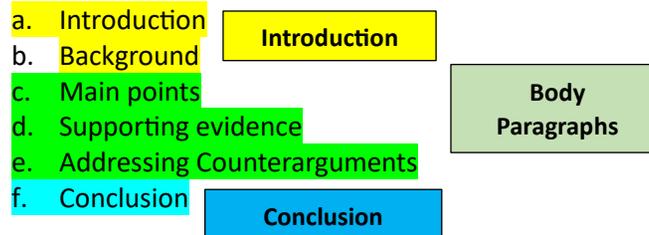
   Conclusion

2. **Induction and Deduction** – logic and reasoning
   a. **Inductive** - makes general conclusions based on specific observations or evidence. An example of inductive reasoning: "All the observed swans so far are white; therefore, all swans are white." This conclusion is not certain, as there might be non-white swans, but it's a reasonable generalization based on the evidence.
   b. **Deductive** - involves drawing specific conclusions from general principles or premises (universal truths). An example of deductive reasoning: "All humans are mortal. Socrates is a human. Therefore, Socrates is mortal." This conclusion is certain because it follows logically from the premises.
3. **Rogerian Argument -** aim to promote dialogue and understanding rather than confrontation and polarization
   a. Key Components:
      i. Introduce/Acknowledge opposing viewpoint respectfully
      ii. Summarize opposing viewpoint
      iii. State your own position
      iv. Identify areas of agreement / shared concerns
      v. Explain your position in alignment to common ground
      vi. Acknowledge the different viewpoints
      vii. Propose solutions or compromise
      viii. Conclude
4. **Toulmin Model** - helps both the arguer and the audience understand the structure of an argument and assess its persuasiveness.
   a. Claim – thesis
   b. Data – evidence
   c. Warrant – reasoning that connects evidence to support claim
   d. Backing – additional support to the warrant
   e. Qualifier – limits the strength of the claim
      i. Acknowledges special circumstances

		1. "in most cases" "probably" "often" "sometimes"
		   f. Rebuttal – counterarguments
		   g. Backing for rebuttal – additional support for rebuttal
		• **Review Sample Synthesis Essay page 165-167** (6 min read)
		   ○ Discussion questions 1-6
		   ○ Identification of approach to argumentation
		• **Compare to student draft responses from lessons 2-6**
		   ○ Opportunity to revise and edit
		   ○ Identification of approach to argumentation		

7	**Skill 5.A** – Describe the line of reasoning and explain whether it supports the argument's overarching thesis
	
	Objective: SWBAT identify common logical fallacies and explain their impact on the overall strength of an argument.
		Understanding Logical Fallacies in Argumentative Essays
		Language of Composition, **pages 90-105**
		*(**Note:** This lesson will only summarize some common logical fallacies and identify their use, if any, in the sources provided to support the topic of technology's influence on human intelligence. You may want to take a flex day to review logical fallacies more in depth for students struggling with argumentation and dig deep into the examples from the textbook.)*
		• <u>Define Logical Fallacies</u>
		   ○ mistakes or errors in reasoning that can make an argument or statement appear to be more convincing than it actually is
		• <u>Common Logical Fallacies</u>
		   ○ **Red Herring** - This fallacy is like a distraction. When someone uses a red herring, they introduce an unrelated or off-topic point into an argument to divert attention from the main issue.
		   ○ **Ad Hominem:** This is when someone attacks the person making an argument instead of addressing the argument itself. It's like saying, "You can't trust what they say because they're a bad person."
		   ○ **Faulty Analogy:** This fallacy occurs when someone compares two things that aren't really alike in the relevant ways. It's like saying, "Apples are red and stop signs are red, so apples must be as dangerous as stop signs."
		   ○ **Straw Man:** This happens when someone misrepresents or exaggerates an opponent's argument to make it easier to attack.
		       ▪ **Person A:** I think we should invest more in improving our school's science programs; it would greatly benefit our students.
		       ▪ **Person B:** So, you're saying we should pour all our money into science and forget about everything else? What about the arts and sports? You're just advocating for a one-sided education!
		   ○ **Hasty Generalization:** This is when someone makes a big conclusion based on too little or unrepresentative evidence. It's like saying, "I met
			Fallacy
			Ad hominem
			Straw man
			Hasty generalization
			Faulty Analogy
			Red Herring	

		one rude person from that city, so everyone from that city must be rude." • Using sources from previous lessons, explain line of reasoning and identify use of logical fallacies, if any, to support the source's overarching thesis.		

8	**Skill 1.A** – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
	
	 Objective: SWBAT identify and analyze the rhetorical situation within "A Short History of America" by Robert Crumb to better understand how these elements shape the comic's social commentary.
		Exploring Social Commentary through "A Short History of America" by Robert Crumb
		 Language and Composition, **read pages 476-479 (visual texts)**
		• **Introduce** Environment theme addressed in this unit.
		    o **Exploration between nature and humanity**
		        ▪ Impact of human actions on the environment
		        ▪ Arguments that support or debate conservation of the natural world
		        ▪ Who does this topic impact? Why does it continue to impact? What positions should people consider?
		• Analyze rhetorical situation in visual text **page 476**
		    o Comic strip that panels depicting country turning into city
		    o Classroom discussion to accompanying questions 1-4 creating multiple perspectives and/or positions on how this is sending a message about the environment.
		• Repeat for visual texts in pages 477 and 478
		• Assess student's final analysis in of the initial visual text and how it is shaping social commentary on environmentalism.		

9	**Skill 3.B** – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.	Analyzing the Thesis and Structure of "Natural Man" by Lewis Thomas Language of Composition, **read pages 425-427** • **Introduce** Lewis Thomas as the author and providing some background on his expertise in biology and his unique style of writing that blends science and philosophy. • **Guide** an analysis of rhetorical situation (1st reading – *independent reading takes approximately 10 minutes on a cold read*)		

	Objective: SWBAT identify the overarching thesis of an argument within "Natural Man" and analyze the structure of the argument, including key supporting points.	• **Identify** the central argument: thesis (pg 427, teaching idea)
		    ○ Note thesis in subtle in this essay: Example response - Man used to think they were supposed to take advantage of nature, where in the end, we humans are supposed to be part of nature and the attempt to control nature is causing the destruction of the ecosystem, and we need to find a way to have a symbiotic relationship with nature.
		    ○ How does Thomas use the text to change the way his audience thinks, feels, or acts?
		• **Indicate** structure to support central argument
		    ○ Focus on tone, attitude, appeals, that indicate the structure of the argument.		

10	**Skill 5.A** - Describe the line of reasoning and explain whether it supports the argument's overarching thesis
	
	Objective: SWBAT analyze the line of reasoning in the essay to understand the potential benefits and ethical considerations of using gene drives for conservation.
		Understanding and Evaluating Gene Drives in Conservation
		Language and Composition, **read pages 461-464, "Save the Galapagos with GMO Rats. What could go Wrong?"** *(8 minute read)*
		• **Introduce** topics of gene drives or define genetic modification and their potential for use in environment conservation.
		• **Identify** and summarize the thesis (central argument)
		    ○ The use of gene drives, a genetic engineering technology, to address invasive rodent species on islands like the Galapagos presents both a promising solution to conservation challenges and raises significant ethical and philosophical questions about what is considered 'natural' in our efforts to protect fragile ecosystems.
		• **Describe** the line of reasoning
		    ○ <u>Introduction of Invasive Rodents on Islands:</u> The essay begins by highlighting the problem of invasive rodents on islands, which threaten the native wildlife, particularly in the Galapagos.
		    ○ <u>The Use of Gene Drives as a Potential Solution:</u> It introduces the idea of using gene drives to control invasive rodents, specifically engineering them to produce only male offspring. This approach could be more humane and effective than traditional methods like poison distribution.
		    ○ <u>Potential Benefits of Gene Drives:</u> It discusses the potential benefits of using gene drives for conservation, such as protecting fragile island ecosystems and endangered species.
		    ○ <u>Ethical and Philosophical Considerations:</u> It delves into the ethical and philosophical questions surrounding this technology, including debates about what is considered "natural" and whether it's acceptable to genetically engineer ecosystems for conservation.		

		o The Importance of Responsible Research and Regulation: It emphasizes the need for responsible research and regulatory oversight in the development and application of gene drives. o Uncertainties and Debates: It acknowledges that this technology is still in its early stages, and there are concerns about unintended consequences and the broader implications of using genetically modified organisms in conservation efforts.		

11	**Skill 5.C** – Recognize and explain the use of methods of development to accomplish purpose.
	
	Objective: SWBAT recognize and explain the methods of development used in "Natural Man" and "Save the Galapagos with GMO Rats. What Could Go Wrong?"
		Analyzing Methods of Development
		• **Review** methods of development in argumentation
		  o Argumentation is the process of constructing and presenting persuasive arguments to support a particular point of view or persuade an audience. There are several methods and strategies for developing arguments effectively such as
		    ▪ Cause-effect: to provide the reasons that produced a certain result, or to identify the results produced by a certain phenomenon
		      • Example: To give evidence that the presence of lead is contaminating a city's water
		    ▪ Narration: to tell a story with people, places and events
		      • Example: To tell the story of a family whose children have been exposed to lead poisoning
		    ▪ Compare-contrast: to identify ways in which two things are similar (compare) and/or different (contrast)
		      • Example: To profile a state's quick response to an affluent city's water contamination versus a slow response to a poor's city's water contamination.
		    ▪ Definition/description: to explain what something is or to tell what it is like
		      • To give a medical definition of lead poisoning and to describe the long-term effects it can have on children's developing brains.
		• **Split** class into groups and assign an essay to each from lessons 9-10.
		  o Students will use notes, discussions to analyze the methods of development used by both authors to accomplish their purpose.
		  o **Sample** responses for "Natural Man"
		    ▪ Narrative/Anecdotal: Thomas uses anecdotes and personal experiences to illustrate his points. For example, he describes		

his encounter with a praying mantis and how it made him ponder the nature of humanity and the natural world. These anecdotes help readers connect with the ideas on a personal level and make his argument more relatable.

- ▪ Descriptive Writing: Thomas employs vivid and descriptive language to paint a picture of the natural world and human behavior. His descriptions of biological processes and natural phenomena create a sense of awe and curiosity in the reader, emphasizing the interconnectedness of all life forms.

o **Sample** responses for "Save the Galapagos with GMO Rats. What Could Go Wrong?"

- ▪ Narration: The essay starts with a narrative approach by describing the problem of invasive rodents on the Galapagos Islands. The narrative serves to engage the reader emotionally and sets the stage for the discussion of gene drives as a potential solution. It helps the reader understand the urgency of the issue and why a novel approach is needed.

- ▪ Comparison and Contrast: The essay uses the method of comparison and contrast to highlight the differences between traditional methods of dealing with invasive species (such as widespread poison distribution) and the use of gene drives. By presenting these alternatives, the author helps the reader understand the potential advantages of using gene drives, such as a more targeted and humane approach.

- ▪ Cause and Effect: The author explores the cause-and-effect relationship between the presence of invasive rodents and their impact on native wildlife. This method of development helps establish the problem and the need for a solution. It also introduces the potential consequences of not addressing the issue, which strengthens the argument for considering gene drives.

- ▪ Argument and Counterargument: Throughout the essay, the author presents various arguments both in favor of and against the use of gene drives in conservation. By acknowledging counterarguments and addressing them, the author demonstrates a well-rounded and balanced approach to the topic. This method of development encourages critical thinking and discussion.

| 12 | **Skill 7.A** – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

Objective: SWBAT analyze the tone of various sources related to environmental sustainability and its impact and describe how word choice, comparisons, and syntax contribute to the tone of these sources. | Analyzing Tone in Sources for an Environmental Argument
Language and Composition, **chapter 4, pages 480-482**

Brainstorm an initial response to the following prompt:
• **Sample Prompt:** Read the following sources (including any introductory information) carefully. Then, in an essay that synthesizes at least three of the sources for support, take a position that defends, challenges, or qualifies the claim that eating in an environmentally sustainable way has positive impact on our environment.
• **Sample Position Sentence:**
Embracing environmentally sustainable eating practices is undeniably a key driver in mitigating the detrimental impacts of our food consumption on the environment, ultimately contributing to a more eco-friendly world.

Analyze Source 1: from Unhappy Meals, Michael Pollan (10 min read)
• **Discuss** what "tone" means in the context of writing and how it can influence a reader's perception of the content.
• **Model** a section from the piece analyzing word choice, comparisons, and syntax and how it contributes to tone or style.
• Allow students to complete the remainder of essay analyzing the same
   ○ **Word Choice:** The use of phrases like "Eat food" and "Don't eat anything your great-great-grandmother wouldn't recognize as food" employs a direct and straightforward tone, emphasizing the simplicity of making healthy food choices. Phrases like "health claims are often dubious at best" convey skepticism about the marketing and labeling of food products.
   ○ **Comparisons:** The text compares traditional, unprocessed foods that our great-great-grandmothers would recognize with modern, heavily processed "foodlike items" found in supermarkets. This comparison underscores the importance of returning to more natural, unprocessed foods for a healthier diet. The mention of "the silence of the yams" contrasts the marketing claims of certain foods with their actual nutritional value, suggesting that not all health claims are valid.
   ○ **Syntax:** The text employs short, declarative sentences to convey its points effectively, making it easy for the reader to follow the advice and arguments presented. It is structured as a set of guidelines and recommendations, with each point building on the previous one. | | |

Sample graphic organizer to analyze tone:

Source	Tone	# notes	GIST
1	+	#eatmorenatural #plantgardens #eatless	make better food choices for health and environmental reasons

		Analyzing Tone in Sources for an Environmental Argument		
13	**Skill 7.A** – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. **Skill 3.A –** Identify and explain claims and evidence within an argument.

Objective: SWBAT analyze and describe how word choice, comparisons, and syntax contribute to the tone of these sources and explain claims and evidence to inform their argumentative essays on the positive impact of eating sustainably. | Language and Composition, **chapter 4, pages 483-500**

Sources:
2. James McWilliams / *The Locavore Myth*
3. Nicolette Hahn Niman / *The Carnivore's Dilemma*
4. Jonathan Safran Foer / *Let Them Eat Dog: A Modest Proposal for Tossing Fido in the Oven*
5. Will Allen / *A Good Food Manifesto for America*
6. Aliza Eliazarov / from *Waste Not* (photo essay)
7. Emily Anthes / from *Could Insects Be the Wonder Food for the Future?*
8. Bahar Gholipour / *Lab-Grown Meat May Save a Lot More Than Farm Animals' Lives*

- Ask students to briefly skim each source and jot down their initial impressions, including the source's title, author, publication date, and a summary of its main points.
- Continue Practice on MLA Style Works Cited page (optional)
- Divide the class into groups, assigning one or two sources to each group.
  - In their groups, students should:
    - Conduct a close reading of the source(s).
    - Analyze the source's tone, reliability, credibility, and bias.
    - Identify key arguments, evidence, and examples used in the source(s).
    - Determine how the source(s) relate to the essay's topic.
    - Group sources based on support or counterargument to student's initial draft position. (Choose 3)
- Present findings. | | |

		Analyzing Sources in a Socratic Seminar - Eating in an Environmentally Sustainable Way - Language and Composition, **read Chapter 4, pages 483-500** Summarize sources from previous lesson and their positions **SAMPLE graphic organizer to summarize sources**		

Source	Tone	# notes	GIST
1	+	#eatmorenatural #plantgardens #eatless	make better food choices for health and environmental reasons
2			
3			

#	Skill/Objective	Content		
14	**Skill 6.B** – Use transitional elements to guide the reader through the line of reasoning of an argument. **Objective:** SWBAT use transitional elements to guide their analysis of sources and construct a well-reasoned argument during a Socratic seminar, focusing on the topic of environmentally sustainable eating.	(see above table) • Instruct students to skim their respective sources and identify key points and arguments presented by the authors. • Have students prepare a brief outline of their argument, incorporating transitional elements to guide their line of reasoning. • Emphasize the importance of using transitional elements such as "First," "Next," "Furthermore," and "On the other hand" to connect ideas and arguments within the source. • Arrange the classroom into a circle, with chairs facing inward. Explain the rules and format of a Socratic seminar. Typically, this involves students taking turns to share their viewpoints, respond to others, and pose questions. • During the seminar, students should actively use transitional words and phrases to guide the discussion. For example, they can say, "In addition, the source I analyzed also mentions…" or "On the contrary, my source argues that…"		

15	**Skill 6.A** – Develop a line of reasoning and commentary that explains it throughout an argument.	Weighing the Pros and Cons of Large-Scale Wind Farms
		College Board 2019 Release Prompt – Wind Farm
		Note: the next three lessons need to be timed sections purposefully to ensure students are practicing the speed of completing the writing tasks in the time frame allotted by the AP English Language exam
		• Highlight the exam instructions
		  o 15 minutes are designated as a reading period so students may read through the sources
		  o Although students do not have to begin with the synthesis essay, it is recommended they use this time wisely
		• Allow 5-10 minutes for students to unpack the prompt.
				College Board 2019 Wind Farm Prompt
				
				Coach Hall Writes – line of reasoning Wind Farm Prompt

		o Discuss the significance of the topic in today's society • Allow 15 minutes and instruct students to read and take notes on each source **SAMPLE graphic organizer to summarize sources**		

	Objective: SWBAT develop an argumentative essay on the establishment of large-scale wind farms by analyzing and synthesizing information from multiple sources	<table><tr><th>Source</th><th>Tone</th><th># notes</th><th>GIST</th></tr><tr><td>1</td><td>+</td><td>#eatmorenatural #plantgardens #eatless</td><td>make better food choices for health and environmental reasons</td></tr><tr><td>2</td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td></tr></table>
		• Instruct students to create an initial outline for their essays.
		   o The outline should include:
		      ▪ **Introduction – Thesis (draft)**
		      ▪ **Body paragraphs – Bulleted points**
		         • Claim, Evidence, Commentary
		• They should identify the most important factors that individuals or agencies should consider when establishing a wind farm. (You may choose to do this in group work, whole class or individual work with opportunity for on the spot writing (planning) feedback)
		• The outline should be detailed in such a manner that the line of reasoning can be easily identified and traced to the student's draft argument.		

16	**Skill 6.C** – Use appropriate methods of development to advance an argument	Weighing the Pros and Cons of Large-Scale Wind Farms
		College Board 2019 Release Prompt – Wind Farm
		• Using the pre-write outline to this prompt have students solidify their argument by finalizing their thesis statement.
		• Refer to the outline: body paragraphs section
		• Emphasize the use of various methods of development to achieve purpose
		   o Comparison and contrast
		   o Cause and effect		

	Objective: SWBAT use appropriate methods of development to advance their arguments, considering the key factors that individuals or agencies should take into account when making decisions regarding wind farm projects.	o Refutation and Counterarguments o Anecdotes, etc… • Write a body paragraph that support the thesis and includes a source as evidence while using a method of development to advance their argument. • Introduction and one body paragraph should be completed by end of lesson. • Revisit outline for continued planning and drafting.		
17	**Skill 8.A –** strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. **Objective:** SWBAT employ strategic word choice to convey a specific tone in their argumentative essays, enhancing the effectiveness and persuasiveness of their arguments.	Weighing the Pros and Cons of Large-Scale Wind Farms **College Board 2019 Release Prompt – Wind Farm** • Provide copies of exemplar essay provided by College Board. o Help students identify thesis, line of reasoning, advancement of argument in the exemplar essay • Have students compare the exemplar essay to their outlines or draft essays thus far • Identify specific words that convey tone and helps enhance the effectiveness and persuasiveness of the argument in the exemplar essay. • Have students revise their current writing to mimic similar tones and/or draft second body paragraphs strategically using words to convey tone in their arguments. • Have students read scoring commentary from exemplar essay and discuss the continued tone, style, and structure that will strengthen their own essays.		College Board 2019 Wind Farm Sample Essays College Board 2019 Scoring Commentaries