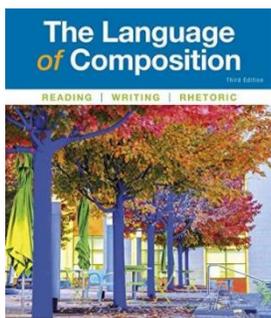


### Core Text / Materials



**Please ensure you obtain the following:**

- The Language of Composition, 3<sup>rd</sup> Edition* – (Teacher Edition)
- The Language of Composition, 3<sup>rd</sup> Edition* – (Student Edition: class set)
- Achieve 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.
- 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, 3<sup>rd</sup> Edition*, emphasizing the skills that each unit enumerates and highlights.

### Unit Overview

Unit 4 circles back to rhetorical analysis which was introduced in Unit 1. Attention in this unit is on deepening the quality of student writing and focusing on introductions and conclusions to clearly set up the line of reasoning to come. Teachers should note that the language of argument is also used when talking about writing a rhetorical analysis essay – overarching thesis, claims, evidence, commentary. Students will be fine-tuning their arguments to qualify an argument and to address a counterargument. They will look deeper into arguments to articulate the complexities and nuances of various perspectives and positions, and they will try to write their own arguments with these complexities in mind. They will also be noting strategic choices in syntax and diction. Particular notice of grammatical constructions and arrangement of ideas within sentences and paragraphs is also a feature of this unit. Punctuation choices and their effect are also noted.

### Big Ideas/Skills from Unit 1, 2, 3 spiral into Unit 4

| RHS – Rhetorical Situation  | CLE – Claims and Evidence  | REO – Reasoning and Organization   |
|---|--|--|
| 1.A Reading – Identify and describe rhetorical situation.   | 3.A Reading – Identify and explain claims and evidence within an argument.   | 5.A Reading - Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.     |
| 2.A Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation. | 4.A Writing – Develop a paragraph that includes a claim and evidence supporting the claim.   | 6.A Writing - Develop a line of reasoning and commentary that explains it throughout an argument.                  |
| 1.B Reading – Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.          | 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.B Writing – Demonstrate an understanding of an audience’s beliefs, values, or needs. | 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. |
|--|---|---|

### Big Ideas/Skills Categories

| Enduring Understanding  | Skills   | Essential Knowledge  |
|---|--|--|
| <b>CLE:</b> 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. | <b>3.C Reading</b> – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.                            | <b>CLE-1.V</b> A lack of understanding of the complexities of a subject or an issue can lead to oversimplification or generalizations.   |
|   | <b>4.C Writing</b> – Qualify a claim using modifiers, counterarguments, or alternative perspectives.   | <b>CLE-1.W</b> Because arguments are usually part of ongoing discourse, effective arguments often avoid expressing claims, reasoning, and evidence in absolute terms.  |
| <b>REO:</b> Writers guide understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence.   | <b>5.C Reading</b> – Recognize and explain the use of methods of development to accomplish a purpose.  | <b>REO-1.G</b> 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. |
|   | <b>6.C Writing</b> – Use appropriate methods of development to advance an argument.  |  |
| <b>STL:</b> The rhetorical situation informs the strategic stylistic choices that writers make.   | <b>7.A Reading</b> – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.                            | <b>STL-1.D</b> A writer’s tone is the writer’s attitude or feeling about a subject, conveyed through word choice and writing style.  |
|   | <b>8.A Writing</b> – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.                             | <b>STL-1.F</b> 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.  |
|   | <b>7.B Reading</b> – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. | <b>STL-1.H</b> The arrangement of sentences in a text can emphasize particular ideas.  |
|   | <b>8.B Writing</b> – Write sentences that clearly convey ideas and arguments.  | <b>STL-1.L</b> The arrangement of clauses, phrases, and words in a sentence can emphasize ideas.   |

### Unit 4 Exam

| Structure   |                 |                          |                              | Useful Resources   |
|---|-----------------|--------------------------|------------------------------|--|
| Section 1   | Multiple Choice | 30 minutes time limit    | 23 questions                 | <input type="checkbox"/> How to access the exam via AP Classroom exam links<br><input type="checkbox"/> Assessment Companion<br><input type="checkbox"/> How to input Rubric Score on Edcite<br><input type="checkbox"/> TEAMS AP English Language Channel |
| Section 2   | Free Response   | 25-30 minutes time limit | 1 Rhetorical Analysis Prompt |  |
| <b>Note:</b> Unit Exams are skills-based exams with added time constraints to prepare for the final AP English Language exam. While essays are suggested in intervals of 40 minutes during a full-length exam, unit exams focus on the students’ ability to read, draft, and respond to a prompt with a <b>defensible thesis</b> (Row A point) and <b>at minimum a claim, evidence, and commentary</b> in their body paragraph(s) (Row B points) in a limited time frame. |                 |                          |                              |  |

## Multi-Tiered System of Support (MTSS)

To support the district’s **Multi-Tiered System of Supports (MTSS)** initiative and align more closely with TEA’s **Research-Based Instructional Strategies (RBIS)** framework, instructional products will be created that prioritize **speaking and classroom discourse**, **text-based responses**, and **vocabulary development** throughout the AP English Language curriculum. These focus areas are embedded within the curriculum in alignment with the **College Board’s Course Exam Description (CED)** and our textbook, *The Language of Composition*. This unit guide specifically targets the **effective integration** of these instructional strategies into daily instruction, ensuring that they are implemented in a way that fosters **intentional and focused** delivery. The goal is to enhance student engagement and performance, ensuring students are well-prepared for the AP exams in the 25-26 school year.

### Unit 4 Reading List

| Title   | Author                    | Location                       |
|---|---------------------------|--------------------------------|
| 1. from <i>The Decline of Grammar</i>             | Geoffrey Nunberg          | page 43-44                     |
| 2. Why I’m Moving Home                            | J.D. Vance                | page 601-602                   |
| 3. Mother Tongue                                  | Amy Tan                   | pages 555-560                  |
| 4. Letter from Birmingham Jail                    | Martin Luther King Jr.    | pages 513-529                  |
| 5. Staying Put: Making a Home in a Restless World | Scott Russell Sanders     | 2007 AP Lang RA FRQ Prompt     |
| 6. Concerning Children                            | Charlotte Perkins Gillman | UE4 M/C RA Passage             |
| 7. “A Latina Judge’s Voice”                       | Sonia Sotomayor           | UE4 2022 AP Lang RA FRQ Prompt |

### Roadmap

| Lesson | Skill  | Instructional Notes   | Vocabulary  | Resources   |
|--------|--|---|---|---|
| 1      | <b>Skill 1.A</b> - Identify and describe rhetorical situation.   | <p>Analyzing Rhetorical Situation in <i>from The Decline of Grammar</i><br/>Language of Composition pg. 43</p> <ul style="list-style-type: none"> <li>• <b>Close Reading and Annotation</b> <ul style="list-style-type: none"> <li>○ Instruct students to annotate the passage, color code instances that reflect the author’s concerns about the English language.</li> <li>○ Consider rhetorical strategies and style choices that help convey the message.</li> <li>○ Revisit rhetorical situation paying close attention to the persona of the speaker, the context, the subject, the intended audience, and the purpose.</li> <li>○ <i>A Toulmin Model graphic organizer can be particularly effective for a deep analysis of the given text. The Toulmin Model breaks down arguments into components such as claim, evidence, warrants, backing, qualifiers, and rebuttals.</i></li> </ul> </li> <li>• Divide students into small groups and have them <b>discuss questions</b> on pages 44-45</li> </ul> | <p><u>Figures of Speech:</u><br/>Personification<br/>Hyperbole<br/>Metaphors<br/>Similes<br/><u>Syntax:</u><br/>Parallelism<br/>Juxtaposition<br/>Antithesis<br/><u>Sentence types:</u><br/>Compound<br/>Complex<br/>Periodic<br/>Cumulative<br/>Imperative</p> | <p>Toulmin Method</p> <p>Toulmin Argument - In Toulmin’s method, every argument begins with three fundamental parts: the claim, the grounds, and the warrant.</p> |
|        | <b>Objective:</b> SWBAT identify and describe the components of the rhetorical situation in <i>The Decline of Grammar</i> focusing on the exigence, audience, and constraints. |   |   |   |

|          |  |   |   |  |
|----------|--|---|---|--|
| <p>2</p> | <p><b>Skill 1.B</b> - Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.</p> <p><b>Objective:</b> SWBAT analyze a text by J. D. Vance to understand how the author demonstrates an understanding of the audience's beliefs, values, and needs.</p> | <p>Language and Composition, Chapter 8: "Why I'm Moving Home" pg. 601</p> <ul style="list-style-type: none"> <li>• <b>Build context:</b> How many students have recently moved? How many students plan to stay in the community after graduation? How many plan to leave and then return after college? Why?</li> <li>• <b>Activity:</b> Analyze rhetorical situation, paying close attention to the persona of the speaker, the context, the subject, the intended audience, and the purpose in the passage</li> <li>• <b>Group Analysis:</b> Divide students into small groups and provide each group with a set of discussion questions: <ul style="list-style-type: none"> <li>○ What are the key points made by J. D. Vance in the text?</li> <li>○ How does Vance demonstrate an understanding of the audience's beliefs, values, and needs?</li> <li>○ Identify specific examples of persuasive techniques used by Vance.</li> <li>○ Discuss any instances where Vance addresses potential counterarguments.</li> </ul> </li> <li>• <b>Writing:</b> Respond to <b>Question 1 and/or 2, 6 on page 603.</b></li> </ul> | <p>Rhetorical triangle<br/>Speaker<br/>Persona<br/>Audience<br/>Subject</p> | <p>The Rhetorical Triangle in Action</p>  <p>Resource from University of Saskatchewan</p> |
| <p>3</p> | <p><b>Skill 3.A</b> - Identify and explain claims and evidence within an argument.</p> <p><b>Objective:</b> SWBAT identify claims and evidence within J.D. Vance's essay "Why I'm Moving" and understand how the author uses evidence to support his claims.</p>                               | <p>Language and Composition, Chapter 8: "Why I'm Moving Home" pg. 601</p> <ul style="list-style-type: none"> <li>• Define Claims and Evidence in Context: <ul style="list-style-type: none"> <li>○ Review the definitions of claims and evidence, emphasizing their importance in understanding an author's perspective.</li> </ul> </li> <li>• <b>Activity in Groups:</b> <ul style="list-style-type: none"> <li>○ Divide the class into small groups of 3-4 students.</li> <li>○ In their groups, students discuss the claims identified in the essay and the evidence supporting those claims.</li> <li>○ Each group presents one claim from the essay and its supporting evidence to the class.</li> <li>○ Lead a class discussion on commonalities and differences in the claims and evidence identified by different groups. Discuss the impact.</li> </ul> </li> <li>• <b>Writing:</b> Respond to <b>Question 3, and/or 4, 5 on page 603.</b></li> </ul>   | <p>Argument<br/>Rhetoric<br/>Claim<br/>Evidence</p>                         |  |
| <p>4</p> | <p><b>Skill 3.B</b> - Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.</p>   | <p>Language and Composition, Chapter 8: "Mother Tongue" pg. 555</p> <ul style="list-style-type: none"> <li>• <b>Build context:</b> How many students have experienced family clashes? Which clashes are simply personal differences of opinion and which clashes arise from cultural expectations? How do authors approach cultural clashes?</li> <li>• <b>Close Reading:</b> Analyze rhetorical situation, paying close attention to the persona of the speaker, the context, the subject, the intended audience, and the purpose in the passage</li> </ul>  | <p>Thesis<br/>Structure<br/>Anecdotes<br/>Claims<br/>Evidence</p>           |  |

|   |  |   |                                       |  |
|---|--|---|---------------------------------------|--|
|   | <p><b>Objective:</b> SWBAT identify and analyze the overarching thesis of Amy Tan's "Mother Tongue" and explore the essay's structure, including its use of anecdotes, personal reflections, and supporting evidence.</p>  | <ul style="list-style-type: none"> <li>○ <b>Identify the Thesis:</b> After reading, facilitate a discussion on the overarching thesis of the essay. Ask students to share their interpretations and identify the main argument Tan is making. Write down key points on the board.</li> <li>○ <b>Explore Supporting Evidence:</b> Discuss the anecdotes and examples Tan provides to support her thesis. How does she illustrate the challenges and richness of her mother's English? How does Tan use personal experiences to strengthen her argument?</li> <li>● <b>Structure Analysis:</b> Divide students into small groups. Assign each group a specific section of the essay (introduction, description of mother's English, personal experiences, academic performance analysis, etc.).</li> <li>● <b>Group Discussion:</b> Have each group analyze their assigned section and discuss how it contributes to the overall structure of the essay. What purpose does each section serve in conveying Tan's message?</li> </ul> <p><b>Writing:</b> Respond to <b>Question 1 and/or 4, 5 on page 561.</b></p>   |                                       |  |
| 5 | <p><b>Skill 5.A</b> - Describe the line of reasoning and explain whether it supports an argument's overarching thesis.</p> <p><b>Objective:</b> SWBAT analyze the line of reasoning in Amy Tan's essay "Mother Tongue" and evaluate whether the line of reasoning supports the essay's overarching thesis of the impact of language on identity and relationships.</p> | <p>Language and Composition, Chapter 8: "Mother Tongue" pg. 555</p> <ul style="list-style-type: none"> <li>● <b>Review from previous day:</b> <ul style="list-style-type: none"> <li>○ <b>Thesis:</b> Ask students to share their interpretations and identify the main argument Tan is making. On the whiteboard or chart paper, write the central claim or thesis of the text.</li> <li>○ <b>Supporting Evidence:</b> Discuss the anecdotes and examples Tan provides to support her thesis.</li> </ul> </li> <li>● <b>Structure Analysis:</b> Explain the concept of line of reasoning, emphasizing that it involves understanding how evidence and examples are used to support a central claim or thesis.</li> <li>● <b>Group:</b> Divide students into small groups and provide each group with a set of guiding questions: <ul style="list-style-type: none"> <li>○ What evidence or examples did you find that support the central claim?</li> <li>○ How does each piece of evidence contribute to the overall argument?</li> <li>○ Are there any counterarguments presented in the text?</li> </ul> </li> <li>● <b>Writing:</b> Have students individually reflect on the following questions: <ul style="list-style-type: none"> <li>○ Did the author effectively use evidence to support their central claim?</li> <li>○ Were there any weaknesses in the line of reasoning?</li> <li>○ Respond to <b>Question 2 and/or 3, 6 on page 561.</b></li> </ul> </li> </ul> | Line of Reasoning<br>Counterarguments |  |
| 6 | <p><b>Skill 5.B</b> - Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.</p>   | <p>Language and Composition, Chapter 8: "Mother Tongue" pg. 555</p> <ul style="list-style-type: none"> <li>● <b>Review from previous day:</b> <ul style="list-style-type: none"> <li>○ <b>Thesis, Supporting Evidence, Line of Reasoning</b></li> <li>○ Identify areas where they notice shifts in tone, focus, or rhetorical devices.</li> <li>○ How is the essay organized?</li> </ul> </li> </ul>  | Unity<br>Coherence                    |  |

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|   | <p><b>Objective:</b> SWBAT analyze the organization of Amy Tan's "Mother Tongue" to understand how it contributes to the overall unity and coherence of the text, revealing the author's line of reasoning.</p>                               | <ul style="list-style-type: none"> <li>○ What patterns or structures can you identify?</li> <li>○ Are there specific examples or evidence that contribute to the unity and coherence of the essay?</li> <li>● <b>Activity:</b> Provide students with a graphic organizer that prompts them to map out the organization of "Mother Tongue." This could include sections for the introduction, body paragraphs, and conclusion. In small groups or pairs, have students fill out the graphic organizer, discussing how each section contributes to the overall unity and coherence of the essay.</li> <li>● <b>Companion Piece:</b> Teaching idea on pg. 560. <ul style="list-style-type: none"> <li>○ <b>TED Talk: "The Danger of a Single Story" from Chimamanda Adichie</b> <ul style="list-style-type: none"> <li>▪ Examine how the construction of Adichie's argument mimics Tan's</li> </ul> </li> </ul> </li> </ul>  |   |  |
| 7 | <p><b>Skills: 1.A, 3.A, 5.A, 5.C, 7.A, 7.B (Multiple Choice Practice)</b></p> <p><b>Objective:</b> SWABT develop the skills and strategies necessary to successfully tackle AP English Language multiple-choice questions in the AP Exam.</p> | <p>AP Classroom: 2014 Practice Test Multiple Choice: Amy Tan's "Mother Tongue"</p> <p><b>Test-Taking Strategies</b></p> <p><b>Process of Elimination:</b></p> <ul style="list-style-type: none"> <li>○ Emphasize the importance of eliminating obviously incorrect answer choices.</li> <li>○ Provide examples and practice questions for students to apply this strategy.</li> </ul> <p><b>Time Management:</b></p> <ul style="list-style-type: none"> <li>○ Discuss the time constraints of the exam.</li> <li>○ Provide tips on how to manage time effectively, such as allocating a specific amount of time per passage.</li> </ul> <p><b>Group Practice:</b></p> <ul style="list-style-type: none"> <li>○ Divide students into small groups and provide them with sample multiple-choice questions.</li> <li>○ Encourage collaborative analysis and discussion of possible answer choices.</li> </ul> <p><b>Individual Practice:</b></p> <ul style="list-style-type: none"> <li>○ Have students work individually on sample questions.</li> <li>○ Emphasize the importance of applying the strategies discussed.</li> </ul> <p><b>Review Answers:</b></p> <ul style="list-style-type: none"> <li>○ Go over the correct answers and discuss the reasoning behind each one.</li> <li>○ Address any questions or concerns students may have.</li> </ul> |   | 2014 AP English Language Passage is Publicly Available |
| 8 | <p><b>Skill 3.C</b> - Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</p>  | <p>Language and Composition, Chapter 8: "Letter from Birmingham Jail" pg. 513</p> <ul style="list-style-type: none"> <li>● <b>Build context:</b> Briefly review the historical context of "Letter from Birmingham Jail" and Martin Luther King Jr.'s role in the Civil Rights Movement.</li> </ul>  | <p>Claims<br/>Qualifiers<br/>Counterarguments</p> |  |

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|    | <p><b>Objective:</b> SWBAT analyze and explain how Martin Luther King Jr. qualifies his claims through the use of modifiers, addresses counterarguments, and presents alternative perspectives in the opening paragraphs of "Letter from Birmingham Jail."</p>   | <ul style="list-style-type: none"> <li>• <b>Close Reading:</b> <b>Chunk 1 from pages 513 to 517 up to ending of paragraph 10</b> <ul style="list-style-type: none"> <li>○ Read the opening paragraphs as a class, focusing on identifying claims made by King.</li> <li>○ Analyze rhetorical situation</li> <li>○ Underline or highlight phrases that serve as qualifiers or modifiers.</li> </ul> </li> <li>• <b>Small Group Analysis:</b> <ul style="list-style-type: none"> <li>○ Divide students into small groups and assign each group a specific claim or counterargument from the text.</li> <li>○ In their groups, students analyze how King qualifies his claims and addresses counterarguments.</li> <li>○ Discuss alternative perspectives that might have been considered by King's critics.</li> </ul> </li> </ul>   |   |  |
| 9  | <p><b>Skill 5.C</b> – Recognize and explain the use of methods of development to accomplish a purpose.</p> <p><b>Objective:</b> SWBAT recognize and explain the use of various methods of development employed by King to advance his argument focusing on the reinforcement of claims, the presentation of evidence, and the development of a persuasive narrative.</p> | <p>Language and Composition, Chapter 8: "Letter from Birmingham Jail" pg. 513</p> <ul style="list-style-type: none"> <li>• Briefly review the previous day's lesson on qualifiers, counterarguments, and alternative perspectives.</li> <li>• Introduce the new focus on methods of development and their role in advancing an argument.</li> <li>• <b>Close Reading:</b> <b>Chunk 2 from pages 517 to 521 up to ending of paragraph 23</b> <ul style="list-style-type: none"> <li>○ Divide students into small groups and assign each group a specific paragraph or section from the beginning and middle portion of the text.</li> <li>○ In their groups, students analyze the methods of development used by King and discuss how these methods contribute to the overall persuasiveness of the argument.</li> </ul> </li> <li>• <b>Class Discussion:</b> <ul style="list-style-type: none"> <li>○ Facilitate a class discussion on the identified methods of development.</li> <li>○ Encourage students to share their findings and insights regarding the effectiveness of the chosen methods in reinforcing King's argument.</li> </ul> </li> </ul>      | <p>Methods of Development<br/>Exemplification<br/>Compare/Contrast<br/>Cause/Effect<br/>Definition<br/>Narration<br/>Analogies<br/>Rhetorical Questions<br/>Refutations</p> |  |
| 10 | <p><b>Skill 7.A</b> – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p><b>Objective:</b> SWBAT analyze King's word choice/syntax and explain how it contributes to the specific tone and style of the text, focusing on the use of vivid language, comparisons, and emotionally charged words.</p>            | <p>Language and Composition, Chapter 8: "Letter from Birmingham Jail" pg. 513</p> <ul style="list-style-type: none"> <li>• Briefly review the previous day's lessons on qualifiers, counterarguments, and alternative perspectives, recognizing and explaining methods of development.</li> <li>• Briefly discuss the importance of <b>tone and style in persuasive writing</b>.</li> <li>• <b>Close Reading:</b> <b>Chunk 3 from pages 521 to 525 up to ending of paragraph 36</b> <ul style="list-style-type: none"> <li>○ Allow students to read chunk 3 independently.</li> <li>○ Divide class in half and ask one group to annotate for impactful word choices and comparisons. The other half will annotate for syntax and overall flow of the text. <ul style="list-style-type: none"> <li>▪ Example: Discuss the use of words like "groans," "passionate yearnings," and the comparison between Jesus Christ as an extremist for love and others as extremists for immorality.</li> <li>▪ Example: Analyze the syntax of the sentence, "Unlike so many of their moderate brothers and sisters, they have recognized</li> </ul> </li> </ul> </li> </ul> | <p>Diction<br/>Tone<br/>Syntax<br/>Style</p>  |  |

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|    |   | <p>the urgency of the moment and sensed the need for powerful 'action' antidotes to combat the disease of segregation."</p> <ul style="list-style-type: none"> <li>• <b>Class Discussion:</b> <ul style="list-style-type: none"> <li>○ Engage students in a class discussion about the impact of word choice, comparisons, and syntax on the tone and style of the passage.</li> <li>○ Encourage students to share their interpretations and insights not only on chunk 3 but in previous chunks.</li> </ul> </li> <li>• <b>Writing Task:</b> Respond to Q1 in page 530.</li> </ul>   |   |  |
| 11 | <p><b>Skill 7.B</b> – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p><b>Objective:</b> SWBAT explain how King’ created, combined, and placed independent and dependent clauses to show his complex thoughts, connect ideas logically, and maintain a persuasive tone.</p> | <p>Language and Composition, Chapter 8: “Letter from Birmingham Jail” pg. 513</p> <ul style="list-style-type: none"> <li>• Review the concept of <b>independent and dependent clauses</b>.</li> <li>• Discuss the importance of sentence structure in conveying complex ideas.</li> <li>• <b>Close Reading: Chunk 4 from pages 525 to 529</b> <ul style="list-style-type: none"> <li>○ Activity 1: Identifying Clauses: <ul style="list-style-type: none"> <li>▪ Have students work in pairs or small groups to identify independent and dependent clauses in selected paragraphs.</li> <li>▪ Discuss how the combination of these clauses contributes to the development of King's ideas.</li> <li>▪ Example: Analyze a paragraph where King reflects on the power dynamics between the church and the status quo.</li> </ul> </li> <li>○ Activity 2: Analyzing Connection between Ideas: <ul style="list-style-type: none"> <li>▪ Explore how the placement of independent and dependent clauses creates a logical flow of ideas.</li> <li>▪ Discuss how the organization of clauses enhances the coherence of King's argument.</li> <li>▪ Example: Examine a paragraph where King contrasts the powerful early church with the contemporary church's stance on social issues.</li> </ul> </li> </ul> </li> <li>• <b>Class Discussion:</b> <ul style="list-style-type: none"> <li>○ Engage students in a class discussion about the impact of word choice, comparisons, and syntax on the tone and style of the passage.</li> <li>○ Encourage students to share their interpretations and insights not only on chunk 3 but in previous chunks.</li> </ul> </li> </ul> <p><b>Writing Task:</b> Respond to all or teacher selected questions 1-12 on page 529 that focus on rhetoric and style.</p> | <p>Dependent<br/>Independent<br/>Clauses<br/>Complex sentence<br/>Parallel structure<br/>Contrast<br/>Rhetorical question<br/>Assertion</p> |  |
| 12 | <p><b>Skill 1.B</b> – Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.</p> <p><b>Objective:</b> SWBAT analyze Martin Luther King Jr.'s use of</p>   | <p>Language and Composition, Chapter 8: “Letter from Birmingham Jail” pg. 513-529</p> <ul style="list-style-type: none"> <li>• Discuss concepts of beliefs, values, and needs. <ul style="list-style-type: none"> <li>○ How these factors shape the Birmingham campaign and the intended audience of King's letter?</li> </ul> </li> <li>• Activity - Analyzing Rhetorical Strategies:<br/><u>Reading Analysis:</u> <ul style="list-style-type: none"> <li>○ Divide the class into small groups and assign each group a specific excerpt from the four lessons. Ask them to identify instances where</li> </ul> </li> </ul>   | <p>Rhetorical<br/>Strategies</p>  | <p>Rhetorical Strategies<br/>Cheat Sheet</p> |

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|    | <p>rhetorical strategies in "Letter from Birmingham Jail" to understand how he tailors his argument to resonate with the beliefs, values, and needs of his audience.</p>  | <p>King demonstrates an understanding of the audience's beliefs, values, and needs.</p> <p><u>Group Discussion:</u></p> <ul style="list-style-type: none"> <li>○ Each group shares their findings with the class, discussing how King tailors his argument to connect with the audience. Encourage students to provide examples of specific language or rhetorical devices used by King.</li> </ul> <p><u>Class Synthesis:</u></p> <ul style="list-style-type: none"> <li>○ Facilitate a class discussion to synthesize the key examples and insights from the small group discussions. Explore how King strategically addresses the beliefs, values, and needs of his audience throughout the letter.</li> </ul> <p><b>Writing Exercise:</b> Write an essay that analyzes the rhetorical choices Martin Luther King Jr. makes to convey his message about nonviolent direct action and the urgency of addressing racial injustice.</p> |  |  |
| 13 | <p><b>Skill 4.B</b> – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p>   | <p>Respond to 2007 AP Prompt (or selection of choice) "Staying Put: Making a Home in a Restless World"</p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Developing a Thesis Statement</li> </ul>  | <p>Summary Statement vs Thesis Statement</p> |  |
| 14 | <p><b>Skill 4.A</b> – Develop a paragraph that includes a claim and evidence supporting the claim.<br/><b>Skill 6.A</b> – Develop a line of reasoning and commentary that explains it throughout an argument.</p> | <p>Respond to 2007 AP Prompt (or selection of choice) "Staying Put: Making a Home in a Restless World"</p> <ul style="list-style-type: none"> <li>• Organize and complete one body paragraph <ul style="list-style-type: none"> <li>○ Claim</li> <li>○ Evidence</li> <li>○ Commentary</li> <li>○ Evidence</li> <li>○ Commentary</li> </ul> </li> </ul>  | <p>Claim Evidence Commentary</p>             |  |
| 15 | <p><b>Skill 8.A</b> – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.<br/><b>Skill 8.B</b> – Write sentences that clearly convey ideas and arguments.</p>     | <p>Scoring a Rhetorical Analysis Essay<br/>Revise and edit essay drafts in timed speed intervals<br/>Teacher option to use College Board sample essays, IDEA student sample essays, or current student class essays to score, revise, and edit.</p> <ul style="list-style-type: none"> <li>• AP English Language Scoring Rubric <ul style="list-style-type: none"> <li>○ Row A (Thesis 0-1 point)</li> <li>○ Row B (Evidence &amp; Commentary 0-4 points)</li> <li>○ Row C (Sophistication 0-1 point)</li> </ul> </li> </ul>  |  |  |