**AP Language and Composition**

**Prerequisite: demonstrated aptitude and superior achievement in previous English classes, resulting in a grade of B or higher in 9 & 10th. grade English.**

**Course Description**

The AP English Language course provides students with the opportunity to read rigorous texts from various eras and in different genres, analyzing the big ideas of rhetorical situation, claims/evidence, reasoning/organization, and style. CR1 Students use given texts to reach the goal of effective writing and analysis: they will read and annotate texts from a critical perspective in order to craft well-reasoned essays and personal reflections in response.

The course is structured both thematically and chronologically, based on district requirements and College Board’s unit guide. The overarching theme for the course is that of power. We will read *Hamlet* or *The Things They Carried* and *Just Mercy* or another non-fiction full-length text and then extend and explore the basic readings by asking students to work with nonfiction titles that expand on the ideas stated or implied in the required texts.

The textbook for the course is Bedford’s *Language of Composition* (2nd edition), supplying many of the nonfiction readings for the course. Some materials from Language of Composition, 3rd edition, are also used. Additional readings come from such varied sources as Project Gutenberg, current events, national publications, and any other resources that seems likely to provide for rigor, depth, and high interest.

**Big Ideas**

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

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

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

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

Throughout each unit, Topic Questions will be provided to help students check their understanding. The Topic Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. Topic Questions can be assigned before, during, or after a lesson, and as in-class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.

At the end of each unit or at key points within a unit, Personal Progress Checks will

be provided in class or as homework assignments. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question’s answer. One to two class periods are set aside to re-teach skills based on the results of the Personal Progress Checks.

**Course Units**

**The units below show the general scheduling for the course. Please note that our school year extends to mid-June. My students will complete Unit 9 before the AP Exam. After the AP Exam, students will polish their college essays and read an additional text that is TBA.**

**Unit One: The Power of Perspective: The Author and The Audience (Sept. 9-30)**

**Topic: Community**

**Big Ideas: Rhetorical Situation; Claims and Evidence Skills: 1.A, 3.A, 4.A**

In Unit 1, students are laying a foundation for the work throughout the year. Accordingly, they will begin with a number of foundational texts, including those listed at the bottom of this section. Students will identify, reflect on, and write about rhetorical situations in a variety of activities.

**Activities:**

**1.** Students will read Chapter 1 in Bedford’s *Language of Composition*, which describes rhetorical situations and the rhetorical triangle. Students have completed the reading of two nonfiction passages over the summer.. During the first two weeks of school, they will submit a series of annotations written during the summer; these reactions will include their thoughts on style, organization, subject matter, and other items. Students will also read President George W. Bush’s “9/11 Speech,” using the rhetorical triangle to identify the parts of the rhetorical situation, as well as the author’s understanding of the audience. Then, they will discuss in groups the components of the rhetorical situation addressed in the summer reading essays. Next students will choose a prompt and attempt to use a rhetorical device in order to successfully make their point.

**2.** Students will be given a copy of Malala Yousafzai’s speech to the United Nations. Students will be instructed to annotate the speech for rhetorical devices (i.e., parallel structure, repetition, allusion, word choice), evidence she uses to support her argument, and ideas that are repeated throughout the speech.

Students will also be encouraged to research some of the unfamiliar allusions, such as these: Mohammed al-Jinnah, Bacha Khan, the partition of India, the role of Gandhi and nonviolence in that partition, and other items. After working individually, students will pair up to pinpoint elements of claim, evidence, and commentary. The class will generate a rubric, listing items to be included in the paragraphs they will write. Students will then divide into groups; each group member will contribute a paragraph on one element of the rhetorical situation, using claim, evidence, commentary in the paragraph. As a final step, students will exchange paragraphs and peer edit for elements specified on the rubric. After peer editing, students will revise paragraphs. Groups will submit their finished product to the class for comment.

**Practice:** Complete Personal Progress Check MCQ for Unit 1. Practice: Complete Personal Progress Check FRQ for Unit 1.

**Summative Assessments:**

Complete paragraphing exercise about Bush’s 9/11 speech and Yousafzai’s United Nations speech.

**Texts:**

Speeches: George Bush’s 9/11 Address to the Nation; Malala Yousafzai’s speech to the

United Nations on education

Letters and Op-Eds: Groucho Marx’s “Letter to the Warner Brothers”

Essays and Book Excerpts: “Home at Last” by Dinaw Mengestu; “Health and Happiness” by Robert Putnam; “In Search of the Good Family” by Jane Howard

Biography/Autobiography: “My First Lifeline” by Maya Angelou from I Know Why the Caged Bird Sings; excerpts from Frank McCourt’s Angela’s Ashes

Science and Technology: Current events as applicable

Visuals: Photo Essays about communities

Other Texts: During the summer read students read “The Writing Life” and excerpts from “Superman and Me”

**Unit Two: The Power of Evidence: Claim, Evidence, and Commentary (Audience and Thesis)**

**Topic: Identity.**

**Big Ideas: Rhetorical Situation; Claims and Evidence Skills: 1.B, 2.B, 3.A, 3.B, 4.A, 4.B**

In Unit 2, students extend their skills in identifying and writing claim, evidence, and commentary. They are introduced to the ideas of the logical appeals and begin working with explaining the “so what” of the appeals in their paragraphs. Students also begin to identify and describe the overarching thesis of an argument, relating that thesis to the argument’s structure, before writing thesis statements that require proof or defense, and which may preview the argument’s structure. In order to achieve these goals, students read background materials for *The Crucible*, as well as various selections that address the topic of identity. Students then read aloud excerpts from *The Crucible*, analyzing the causes and effects of characters’ actions, as well as noting the use of the appeals and rhetorical devices. After reading about the play, students turn to Margo Burns’ article, which addresses the poetic license Arthur Miller took with the historical events of the Salem Witch trials. They conclude by writing a short analysis of two pieces in this segment.

**Activities:**

**1.** Students read “Arm Wrestling with My Father” by Brad Manning and “Gender in the Classroom” by Deborah Tannen. Student groups use markers to identify claim, evidence, and commentary in each selection. After completing group work, students share their findings with the rest of the class; they use these two segments as the basis for discussing identity. Students consider how the writers drive the organization and structure of each argument

**2.** After reading several selections on identity, students divide into groups. Each group discusses and lists the elements of the rhetorical situation in one selection, as well as the primary and secondary audiences, writing their findings on the text. Groups then trade articles; they use different colored markers to identify and mark claim, evidence, and commentary in a selected paragraph from that article (Skill 3.A). Groups trade articles again; this time, they locate the thesis statement, making a judgment as to whether that statement previews the article’s structure. As a class, students discuss their findings on each article. Students then choose one of the articles to use as the basis for writing. First, students think about their impressions of the article and its implications. They then write a reaction to the article that follows these steps:

A. Write a thesis statement that makes a claim about the content of the article, previewing the structure if possible.

B. Write a paragraph that demonstrates an understanding of the audience’s beliefs, values or needs by utilizing claim, evidence, and commentary.

**Practice:** Complete Personal Progress Check MCQ for Unit 2. Practice: Complete Personal Progress Check FRQ for Unit 2.

**Summative Assessments:** Complete thesis statement and paragraph drafting exercise; FRQ Rhetorical Analysis.

**Texts**

Speeches: “The Speech of Miss Polly Baker” by Benjamin Franklin; Florence Kelley’s speech (AP prompt); Sojourner Truth’s “Ain’t I A Woman?”

Letters and Op-Eds: Letters of John and Abigail Adams

Essays and Book Excerpts: “Arthur Miller’s The Crucible: Fact and Fiction” by Margo Burns; “Guys vs. Men” by Dave Barry; “Vindication of the Rights of Women” by Mary Wollstonecraft; “Declaration of Sentiments” by Elizabeth Cady Stanton

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

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

Visuals: Photographs from the Salem Witch Trials archive

Other Texts: The Crucible by Arthur Miller; “Observations of a Bewitched Child” from

Remarkable Providences (1684) by Cotton Mather

**Unit Three: The Power of Controversy: Argument and Storytelling**

**Topic: Work**

**Big Ideas: Claims and Evidence; Reasoning and Organization**

In Unit Three, students delve into the intricacies of argument. The big idea of reasoning and organization can be especially challenging because students must examine and understand how a line of reasoning develops in writing. Assigning the corresponding Topic Questions for these skill categories in AP Classroom can reveal misunderstandings and guide student practice.

**Activities:**

**1.** Students read and annotate “The Case for Working with Your Hands” by Matthew Crawford, “Stuff is Not Salvation” by Anna Quindlen, “Blue-Collar Brilliance” by Mike Rose, Thomas Malthus on Population Growth, and“The Global Importance of the Technology Economy” by Marco

Antonio Cavallo, marking the texts for claim, evidence, and commentary. They then write and compare claims made by Crawford within the text, making a bullet-point list of evidence to support at least three claims (Skill 3.A). Students prepare a chart or short video that describes Crawford’s line of reasoning in the article; they explain how the line of reasoning supports his argument’s overarching thesis, as well as the method of development used to create the argument. Students then write a thesis statement and a paragraph using claim, evidence, and commentary in which they describe the effect of Crawford’s arguments.

**2.** Students read and listen to President Roosevelt’s Fireside Chat #4, “On Economic Progress.” They then read “Dear Mrs. Roosevelt: Cries for Help from Depression Youth” by Robert Cohen. This text is a springboard for classroom discussion about the economic concerns that impacted teens during the 1930s versus the economic realities that impact high school students today. After discussing the economic issues faced during the Depression, they research one current economic issue faced by youth today. Students must find a minimum of four sources; one must be an interview and one must be a visual source. After completing their research and analyzing the source information, students write an argument that develops a position on the role that state and local governments should play in eliminating negative economic factors for U.S. teenagers. The essay includes a clear thesis and the development of a line of reasoning and commentary to support the reasoning. Students choose an appropriate method of development in which to present their argument, depending on the information gathered. The argument must also synthesize at least three of the sources, including the visual.

**Practice**: Complete Personal Progress Check MCQ for Unit 3. Practice: Complete Personal Progress Check FRQ for Unit 3.

**Assessment:** Complete synthesis essay about high school students and economics.

**Texts**

Speeches: Fireside Chat #4, “On Economic Progress,” October 22, 1933 by President Franklin Delano Roosevelt

Letters and Op-Eds: Letter from Elizabeth Stacey to her father-in-law (AP Prompt); “Dear Mrs. Roosevelt: Cries for Help from Depression Youth” by Robert Cohen

Essays and Book Excerpts: “The Case for Working With Your Hands” by Matthew B. Crawford; “Stuff is Not Salvation” by Anna Quindlen; “Blue-Collar Brilliance” by Mike Rose

Biography/Autobiography: Thomas Malthus on Population Growth

Science and Technology: “The Global Importance of the Technology Economy” by Marco

Antonio Cavallo

Visuals: “Chancellor Segueir at the Entry of Louis XIV into Paris in 1660” by Charles LeBrun and “The Chancellor Sequier on Horseback” by Kehinde Wiley; Forbes Price Index of Luxury Goods Keeps Pace With Inflation by Scott DeCarlo

Other Texts: “To Be of Use” (poem) by Marge Piercy

**Unit Four: The Power of Nature: Analysis 101**

**Topic: Nature**

**Big Ideas: Rhetorical Situation; Claims and Evidence; Reasoning and Organization**

**Activities:**

**1.** Students read “The Serpents of Paradise” from Desert Solitaire, annotating for rhetorical situation, anthropomorphism, allusions, and diction choices (Skill 1.A). Students also read Henry David Thoreau’s “Where I Lived and What I Lived For,” annotating for the same categories. Students then choose one of these pieces as the subject of study. They identify and describe the overarching thesis, as well as the use of claim, evidence, commentary. Using Toulmin as a model, they write an analytical thesis statement that requires proof and previews the structure of the argument. Students then write an introduction and conclusion to an essay on one of these pieces, paying particular attention to the method of development used by the author or speaker.

**2.** Students read a variety of texts that focus on how nature impacts individuals. Then, students conduct interviews with classmates about how nature impacts and informs their own experience. They share their findings with the class. After sharing, each student writes a Toulmin-type thesis statement that creates an original argument about nature. Class members vote on the three best thesis statements; they may then adopt one of the three statements for use in their own writing, or they may use their own statement. Students decide on the rhetorical situation underlying their essay and make choices that demonstrate an understanding of their audience’s values or needs. Students then choose a method of development in which to present their findings, write an introduction to support the thesis statement, and develop at least four paragraphs to address argument and counterargument. The essay closes with a well-crafted conclusion.

**Practice:** Personal Progress Check MCQ for Unit 4. Practice: Complete Personal Progress Check FRQ for Unit 4.

**Assessment:** Complete essay about nature’s impact on the individual.

**Texts**

Speeches: “Mind-Blowing, Magnified Portraits of Insects” by Levon Bliss (TED Talk) Letters and Op-Eds: “Why Even a Little Nature Is Good for Your Brain” by

Alex Hutchinson

Essays and Book Excerpts: From Nature by Ralph Waldo Emerson; “Illusions” by Ralph Waldo Emerson; From The End of Nature by Bill McKibben; “The Serpents of Paradise” from Desert Solitaire by Edward Abbey

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

Science and Technology: Excerpts from I Contain Multitudes by Ed Yong. Visuals: From Hungry Planet: What the World Eats by Peter Menzel

**Unit Five: The Power of Influence: Research, Claims, and Citing Sources**

**Topic: Ethics**

**Big Ideas: Reasoning and Organization; Style**

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

**Activities:**

**1.** After reading Hamlet, students brainstorm everything they know about ethics in relation to categories of professional and personal experience (e.g., education, business, technology, medicine). They read Pinker’s “Is the World Getting Better or Worse? A Look at the Numbers.” In groups, students analyze the line of reasoning and explain whether the reasoning supports the overarching thesis of the argument. They explain how the organization of the text creates unity and coherence, supporting the argument’s reasoning. They mark the essay for use of word choice, comparisons, and syntax, explaining how these items contribute to tone and/or style. Then, students conduct online research on the topic of ethics in today’s world, narrowing their topics to a specific problem that requires a solution. They write an argument paper that synthesizes a minimum of three sources, one of which much be a visual. Students should follow these steps: outline the articles for claim, evidence, commentary and thesis; create a thesis statement that allows them to develop a position on their chosen topic; write an introduction using the thesis statement; develop a line of reasoning and commentary; use transitional elements to guide the reader through the line of reasoning; and strategically use words, comparisons, and syntax to convey a specific tone or style. All sources must be properly documented.

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

**Practice:** Complete Personal Progress Check MCQ for Unit 5. Practice: Complete Personal Progress Check FRQ for Unit 5.

**Assessment:** Complete synthesis research papers.

**Texts**

Speeches: First Inaugural Speech, John F. Kennedy; First Inaugural Speech, Ronald Reagan; “Is the World Getting Better or Worse? A Look at the Numbers” by Steven Pinker

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

Essays and Book Excerpts: From The Empire Fights Back by Chinua Achebe; “Is Greed Ever Good? The Psychology of Selfishness” by Stephen A. Diamond; *Hamlet* by William Shakespeare

Science and Technology: “How Evil is Tech?” by David Brooks

Visuals: assorted

**Unit Six: The Power of Education: Claims and Evidence, Style**

**Topic: Education**

**Big Ideas: Claims and Evidence; Style**

**Activities:**

**1.** Students choose one selection from this list: “School” by Kyoko Mori; “Shanghai Schools’ Approach Pushes Students to Top of Tests” by David Barboza; “I Know Why the Caged Bird Cannot Read” by Francine Prose. Students annotate the selection for claim, evidence, commentary. They note the overarching theme of the selection, as well as the indications showing the argument’s structure (Skill 3.B). They outline the use of word choice, comparisons, and syntax to discover the relationship between these elements and the style or tone of the piece. Students then write an analysis of that selection. They write a thesis statement requiring proof and previewing the structure of the argument (Skill 4.B). Then, they write two to four paragraphs that utilize claim, evidence, commentary to analyze the style and organization of the selection. As they write, students use strategically chosen words, comparisons, and syntax to convey a specific tone or style; they may choose to echo or imitate the style or tone of the original piece.

**2.** Students will read “Me Talk Pretty One Day” by David Sedaris and “A Modest Proposal” by Jonathon Swift. They write a comparison/contrast essay that addresses the style, diction choices, organization, comparisons, and syntax used by each author (Skill 7.A). In their own writing, they use strategically chosen words, comparison,

**Practice:** Complete Personal Progress Check MCQ for Unit 6. Practice: Complete Personal Progress Check FRQ for Unit 6.

**Assessment:** Complete comparison/contrast essay about Sedaris and Alexie.

**Texts**

Speeches: “A Talk to Teachers” by James Baldwin

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

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

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

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

**Unit Seven: The Power of the Written Word: Diction, Style, Mechanics, and Structure**

**Topic: Language**

**Big Ideas: Rhetorical Situation; Claims and Evidence; Style**

**Activities:**

1. Students read “Use It or Lose It: Why Language Changes Over Time” by Nikhil Swaminathan. They then view the TED Talk, “How Language Shapes the Way We Think” by Lera Boroditsky. In groups, they consider the rhetorical situation for both the essay and the TED Talk; and explain the manner in which both authors qualify their claims, using modifiers, counterarguments, and alternate perspectives. They then discuss and explain the authors’ uses of independent and dependent clauses to show relationships between and among ideas, as well as the contribution made by grammar and mechanics to the clarity and effectiveness of each argument.

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

**Practice:** Complete Personal Progress Check MCQ for Unit 7. Practice: Complete Personal Progress Check FRQ for Unit 7.

**Assessment:** Complete essay introduction about language.

**Texts**

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

Letters and Op-Eds: “What Students Know that Experts Don’t: School Is All about Signaling, Not Skill-Building” by Bryan Caplan

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

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

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

Visuals: Cartoon from World Economic Forum by Zapiro

Other Texts: “For Mohammed Zeid of Gaza, Age 15” and “Why I Could Not Accept Your

Invitation” by Naomi Shihab Nye. (poems)

**Unit Eight: The Power of Beauty: Visual Rhetoric**

**Topic: Popular Culture**

**Big Ideas: Rhetorical Situation; Style**

**Activities:**

**1.** Students view the two Hogarth paintings: “Marriage a la Mode: The Marriage Contract” and “Marriage a la Mode: The Toilette.” They deconstruct the painting, utilizing their knowledge of rhetorical situation to deduce the elements of the rhetorical triangle, as well as anything else they can glean from the paintings, considering the paintings as visual arguments (Skill 1.B). They then read Thackery’s selection describing the paintings from English Humorists of the 18th Century. Again, students consider the rhetorical situation; then, they explain Thackery’s word choice, comparisons, and syntax to create tone or style, as well as explaining how the author creates, combines, and places independent and dependent clauses to show relationships.. Finally, students choose a school-appropriate painting to use as the basis for their own description and analysis. They will write an essay defining the rhetorical situation and analyzing the visual and its message; they strategically use words, comparisons, and syntax to convey tone or style (in imitation of Thackery) and write sentences that clearly convey ideas and arguments.

**2.** After reading *Death of A Salesman*, students write an analytical essay considering one of the major themes of the book and comparing those themes to “The New American Dream” by Courtney E. Martin (TED Talk). They pay particular attention to defining the rhetorical situation; they strategically use words, comparisons, and syntax to convey tone or style and write sentences that clearly convey ideas and arguments. Students also identify the audience to whom they are writing. They include language that appeals specifically to their intended audience. After finishing their first drafts, students utilize peer workshops, conferencing (with teacher and others), revision, rewriting, and publishing. After completing the process, students write a reflection on the entire process, addressing their understanding of the metacognitive process.

**3.** As part of their study of style, students examine short reading passages, annotating for language and syntax that develop a particular tone or style. Students highlight sentences with independent and dependent clauses and discuss the relationship between the parts of the sentence. Students then write their own sentences to practice what they have just read and discussed.

**Practice:** Complete Personal Progress Check MCQ for Unit 8. Practice: Complete Personal Progress Check FRQ for Unit 8.

**Assessment:** Complete painting analysis essay. Complete The Great Gatsby essay.

**Texts**

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

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

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

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

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

Visuals: “Finding the Story Inside the Painting” by Tracy Chevalier (TED Talk); cartoon: From Show and Tell by Scott McCloud; Hogarth’s paintings “Marriage a la Mode: The Marriage Contract” and “Marriage a la Mode: The Toilette.”

Other Texts: The Great Gatsby; “To – ” by Percy Bysshe Shelley (poem); Everyday Use: Rhetoric at Work in Reading and Writing by Hephzibah Roskelly and David A. Jolliffe. CR2

**Unit Nine: The Power of Winning**

**Topic: Sports**

**Big Ideas: Claims and Evidence**

**Activities:**

1. Students view the cartoon, “The 12th Player in Every Football Game” and then read “Can Science Solve Football’s Concussion Crisis?” by Ryan Blasen and “What Happens to the Brain During a Concussion?” by Richard Smayda. They explain the ways that Blasen and Smayda qualify their claims through modifiers, counter arguments, and alternate perspectives (Skills 3.C). CR5

2. Students choose a controversial topic from the field of sports, possibly including pay inequity between the genders, paying college athletes, young people and injuries, or any other topic that interests them. They then choose two articles they find on the internet; the articles should present two sides of the chosen controversy. They create a thesis statement and outline an essay; they choose one paragraph to write, in which they qualify their claim using modifiers, counter arguments, or alternate perspectives (Skill 4.C).

**Practice:** Complete Personal Progress Check MCQ for Unit 9. Practice: Complete Personal Progress Check FRQ for Unit 9.

**Assessment:** Complete sports essay draft.

**Texts**

Speeches: Lou Gehrig’s Farewell Speech; another student-chosen speech given by an athlete or coach, showing quality of thought and organization

Letters and Op-Eds: “Paying Students to Play Would Ruin College Sports” by Cody J. McDavis

Essays and Book Excerpts: “Barbaro” by Jane Smiley; “The Silent Seasons of a Hero” by Gay Talese; “The Four Horsemen” by Grantland Rice

Biography/Autobiography: From How I Learned to Ride the Bicycle by Frances Willard

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

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

Other Texts: “Ex-Basketball Player” by John Updike (poem)