

AP Language and Composition
Summer Work
2024 -2025 Academic Year
Mr. Ponce
eponce@ndhsriverside.org

Welcome to AP Language and Composition with Mr. Ponce! We will be doing a lot of high-level reading and writing in this class, so, to get us started, you will complete summer assignments that will, hopefully, provide you with an understanding of what to expect in the coming academic year. Please note that a genuine engagement with and completion of the summer work is a REQUIREMENT of my AP Lang class. You are expected to produce ideas and work that come from a thorough exploration of the facts, events, and ideas that are presented in the provided materials as well as input from your own experiences, evaluations, and thoughts.

The summer work consists of the following:

1. Reading and Check Points in Unit 1, Part 1: The Rhetorical Situation (PDF)
2. Unit 1 Review (at the end of PDF)
 - a. Section I: Multiple Choice
 - i. Reading: "Why Chinatown Still Matters"
 - ii. Writing: Synthetic Turf
 - b. Section II: Free Response
 - i. Rhetorical Analysis: "Why Chinatown Still Matters"
3. Key term definitions (Terms listed below)

*****ALL WRITING PORTIONS OF YOUR SUMMER WORK MUST BE HAND WRITTEN IN NEAT LEGIBLE WRITING.*****

Key Terms:

You do not need to memorize the following key terms, but you will have to define them and submit them as part of your summer work.

1. Puritan
2. Calvinist
3. Priori
4. Manifest destiny
5. Covenant
6. Glib
7. Empirical
8. Phenomenon
9. Admonition
10. Transgression
11. Vestige

12. Cynical
13. Emancipate
14. Patriot
15. Ardent
16. Decrepit
17. Complacent
18. Demographic
19. Sojourn
20. Pogrom
21. Enmesh
22. Vernacular
23. Dialect
24. Colloquialism
25. Parallelism
26. Syntax
27. Non sequitur
28. Denotation
29. Connotation
30. Antithesis

RESEARCH-BASED LEARNING STRATEGIES

Distributed Practice	Spread out your studying over the entire course in manageable amounts.
Retrieval	After every class, or on another regular schedule, close your book and try to recall the important points, using a practice called retrieval. You can use the Reflect on the Essential Question feature at the end of each part as a framework. Write whatever you can't retrieve from memory alone by going back into the book for the missing pieces. Whether you use sample multiple-choice questions, flash cards, or an online program such as Quizlet, take the time to test yourself with a friend or on your own.
Elaboration	When studying, ask yourself questions about what you are reading. How does this material connect to other material in the unit? As you learn material, elaborate on it by connecting it to what you are experiencing in your daily life.
Interleaving	Few exams go in the order of how topics are presented in the text. The AP® English Language and Composition exam certainly does not. When you study, interleave the material. Switch up the order of your review. For example, when reviewing Units 1–3, change the order of your study. Switch it up to 2, 1, and 3. Then during your next review session, follow a different order—3, 2, and 1, for example. Use this technique only occasionally.
Concrete Examples	Write down all concrete examples your teacher uses in class. Note the examples given in this book. Use these examples to understand the application of the abstract concepts and ideas you are studying.
Dual Coding	Use dual coding, different ways of representing the information. Take notes or write reflections on a segment of text. Then create a visual representation of the same knowledge using graphic organizers, concept maps, drawings with labels, or other graphics.

UNIT 1

The Unending Conversation

Part 1: The Rhetorical Situation

Part 2: Claims and Evidence

ENDURING UNDERSTANDINGS AND SKILLS: Unit One

Part 1

Understand

Individuals write within a particular situation and make strategic writing choices based on that situation. (RHS-1)

Demonstrate

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

Part 2

Understand

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. (CLE-1)

Demonstrate

Identify and explain claims and evidence within an argument. (Reading 3.A)

Develop a paragraph that includes a claim and evidence supporting the claim. (Writing 4.A)

Source: AP® English Language and Composition Course and Exam Description

Unit 1 Overview

In 2013, a White female executive for a large company boarded a plane in London for an 11-hour flight to South Africa. Before her plane took off, she tweeted what to her was a joke about AIDS that implied she wouldn't get the disease because she was White. While she was on the flight, she had no Internet access, so she could not immediately see that social media exploded in response to her tweet, nor could she see her bosses' tweet that "we are taking appropriate action," implying that she had been fired. Her bosses saw an immediate need to step in and defend the company's public image even before talking to her.

The executive, ironically employed as an expert in corporate communications, may have thought that her audience was her 170 followers on

Twitter at the time, who very well might have found her comment amusing. But because of the viral spread of her tweet, thousands of people outside her circle saw it and condemned it. With the widening of her audience, the executive had stumbled into ongoing conversations about AIDS and race and money and fairness for which she was not prepared. She found herself engaged with others who were already in those conversations and who knew much more—and took the subject much more seriously—than she did. At that point, she entered the broader conversation intentionally, issuing an apology “for being insensitive to this crisis—which does not discriminate by race, gender, or sexual orientation, but which terrifies us all uniformly—and to the millions of people living with the virus, I am ashamed.”

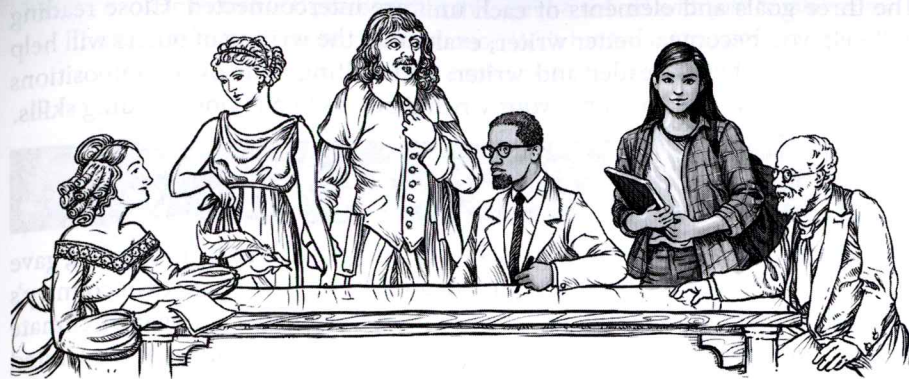
Entering Conversations Ongoing conversations are everywhere—in every country, every family, every school, every business, and every community that faces any kind of challenge. Each of these conversations arises out of a unique situation—how to spend tax money, whether to get a dog, whether to shut down school in the face of a contagious virus, whether to change an intersection to a roundabout. The words and ideas within these conversations have power to advance understanding, but as the example of the privileged executive illustrates, they can also set it back when used to diminish others.

Philosopher and literary critic Kenneth Burke created a metaphor that describes arguments as an unending or enduring conversation.

Imagine that you enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a heated discussion, a discussion too heated for them to pause and tell you exactly what it is about. In fact, the discussion had already begun long before any of them got there, so that no one present is qualified to retrace for you all the steps that had gone before. You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar. Someone answers; you answer him; another comes to your defense; another aligns himself against you, to either the embarrassment or gratification of your opponent, depending upon the quality of your ally's assistance. However, the discussion is interminable. The hour grows late, you must depart. And you do depart, with the discussion still vigorously in progress.

—*The Philosophy of Literary Form*, 1941

Developing Positions As you develop your writing and argumentation skills, everything you create becomes part of an ongoing conversation. Almost all writing is in response to something—from a simple thank-you note for a birthday gift to an inspiring graduation speech. In academic writing, almost all writing is in response to something you have read and likely discussed with your peers. As you consider where your ideas fit into the conversation, you begin to develop your own position, and as you learn more about a topic, you develop an understanding that allows you to reason through the evidence.



Writers throughout history have grappled with many of the same issues that concern contemporary writers and have added their voices to the unending conversation. This course will help prepare you to add yours.

Describe the figures at this table. What perspectives might these people have had on the issues of their times? Why is it important to have a variety of perspectives “in the parlor”?

This unit will provide an explanation of the situation out of which writing emerges—the *rhetorical situation*. It will also explore how writers establish their own position on a subject by developing a claim, supporting that claim with evidence, and clearly showing the thinking and reasoning that relates to that position. These are the fundamental tools for reading and writing effective arguments: recognizing and asserting claims, analyzing and using experiences and evidence from reliable sources to support the claims, and understanding where each argument fits into the “unending conversation.”

To help you develop these tools, this book will give you practice in

- **close reading**, a careful analysis of the details and patterns within a text that shape its purpose and effect
- **evaluating writing**, a critical look at drafts of writing to evaluate the strategies and choices of writers and how they might be improved
- **composing**, the creation of your own written work as you apply what you have learned through close reading and evaluating writing

To provide this practice, each unit includes

- an “anchor text,” a high-quality written (or spoken) piece for you to analyze carefully, respond to in writing, and show comprehension by answering AP®-style multiple-choice questions. An anchor icon like the one on the following page accompanies each of these texts.
- an “anchor student draft,” a work-in-progress for you to examine critically and evaluate the writing choices of others. You will also answer multiple-choice questions on this text that are similar to those found on the AP® test.
- writing activities as well as a writing prompt like those you will see on the AP® exam to provide practice in creating your own compositions

The three goals and elements of each unit are interconnected. Close reading will help you become a better writer; evaluating the writing of others will help you become a better reader and writer; and writing your own compositions will help you improve not only your writing but also your close-reading skills.



Close Reading: Professional Text *Greta Thunberg's Speech to the United Nations*

Following is a speech Greta Thunberg, a climate activist from Sweden, gave when she was 16 years old. After starting protests outside of her own country's parliament calling for "school-strikes" until governments act against climate change, she was invited to speak to a gathering of representatives at the United Nations. She sailed across the ocean to avoid pollution caused by airplanes and then she delivered this speech on September 23, 2019. You will return to this anchor text throughout the unit. For now, read it to understand the main or central ideas Thunberg expresses as she contributes to the conversation about climate change.

- 1 "This is all wrong. I shouldn't be up here. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. How dare you!
- 2 "You have stolen my dreams and my childhood with your empty words. And yet I'm one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction, and all you can talk about is money and fairy tales of eternal economic growth. How dare you!
- 3 "For more than 30 years, the science has been crystal clear. How dare you continue to look away and come here saying that you're doing enough, when the politics and solutions needed are still nowhere in sight.
- 4 "You say you hear us and that you understand the urgency. But no matter how sad and angry I am, I do not want to believe that. Because if you really understood the situation and still kept on failing to act, then you would be evil. And that I refuse to believe.
- 5 "The popular idea of cutting our emissions in half in 10 years only gives us a 50% chance of staying below 1.5 degrees [Celsius], and the risk of setting off irreversible chain reactions beyond human control.
- 6 "Fifty percent may be acceptable to you. But those numbers do not include tipping points, most feedback loops, additional warming hidden by toxic air pollution or the aspects of equity and climate justice. They also rely on my generation sucking hundreds of billions of tons of your CO₂ out of the air with technologies that barely exist.
- 7 "So a 50% risk is simply not acceptable to us—we who have to live with the consequences.
- 8 "To have a 67% chance of staying below a 1.5 degree global temperature rise—the best odds given by the [Intergovernmental Panel on Climate Change]—the world had 420 gigatons of CO₂ left to emit back on Jan. 1st, 2018. Today that figure is already down to less than 350 gigatons.

- 9 "How dare you pretend that this can be solved with just 'business as usual' and some technical solutions? With today's emissions levels, that remaining CO₂ budget will be entirely gone within less than 8 ½ years.
- 10 "There will not be any solutions or plans presented in line with these figures here today, because these numbers are too uncomfortable. And you are still not mature enough to tell it like it is.
- 11 "You are failing us. But the young people are starting to understand your betrayal. The eyes of all future generations are upon you. And if you choose to fail us, I say: We will never forgive you.
- 12 "We will not let you get away with this. Right here, right now is where we draw the line. The world is waking up. And change is coming, whether you like it or not.
- 13 "Thank you."

Composing on Your Own

Respond to the ideas in Thunberg's speech by writing your own thoughts on climate change. Write freely. Ask yourself questions to generate ideas and thoughts. You will develop these ideas throughout this unit, so save your work for future use.



Evaluating Writing: Student Draft *Climate Change*

Following is the anchor student draft you will use in this unit to practice evaluating and editing writing. A student wrote it for an Earth Day project in which seniors were invited to submit short writings for an environmental website called "Dear Parents." This draft still needs work. As you read it, think about what it contributes to the conversation on climate change and compare it to the ideas you wrote down. Later you will have an opportunity to suggest ways the writing might be improved.

(1) Though few experts disagree that climate change is happening, there are some who argue the actual causes of it. (2) For many, evidence that it is caused by people is clear, while some see it as a natural cycle of warming and cooling. (3) Regardless of the cause, climate change is happening. (4) "The entirety of many island nations and large portions of other countries with low-lying coastal lands, including the United States, will be underwater." (5) Millions will relocate inland, increasing housing costs and adding pressure to inland cities to support these new residents. (6) Agreement that the climate is changing is only the beginning of preparing for the changes it will cause. (7) While many people argue over the cause and who to blame, people must recognize that the world is going to change. (8) Only then can we begin trying to fix what is clearly broken.

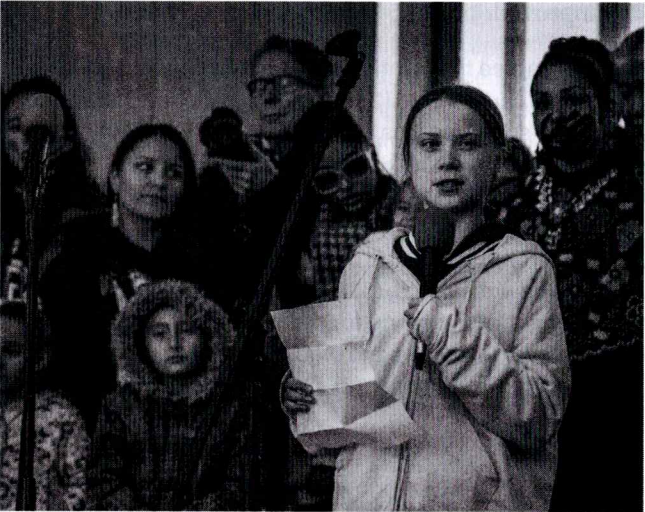
This unit will explore the rhetorical situation and the claims and evidence that make arguments effective in particular contexts. Before digging in, assess what you already know about the rhetorical situation, claims, and evidence by answering questions about the anchor text by Greta Thunberg and the student draft on climate change. Answering questions on subjects before formally studying them is a good way to learn, according to learning scientists.

CLOSE READING: PROFESSIONAL TEXT

- 1. What was Thunberg’s exigence, or motivation, for this speech?
- 2. What does she hope to accomplish with this speech? How do you know?
- 3. What claims does she make, and what evidence supports those?

EVALUATING WRITING: STUDENT DRAFT

- 1. What is the exigence for this writer’s work?
- 2. In what ways are the audience for this writing and Thunberg’s speech similar?
- 3. In what ways are the audience for this writing and Thunberg’s speech different?



Greta Thunberg addresses climate strikers at Civic Center Park in Denver, Colorado, on October 11, 2019.

Most of the attendees standing behind Thunberg in this photo are Native Americans. What might their presence suggest about Thunberg’s message?

Part 1

The Rhetorical Situation

Enduring Understanding and Skill

Part 1

Understand

Individuals write within a particular situation and make strategic writing choices based on that situation. (RHS-1)

Demonstrate

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

Source: AP® English Language and Composition Course and Exam Description

Essential Question: What are the components of the rhetorical situation?

Understanding the rhetorical situation is important to you as both a reader and a writer. As a reader, you identify the parts of the rhetorical situation to fully understand the author’s message and to evaluate how effective the writing is. If you don’t know the purpose of the writing and for whom it was written, how can you determine if it is successful?

As a writer, you identify the rhetorical situation to position your ideas in relation to others’ within the “unending conversation” on the subject you are writing about. To whom are you responding? What has sparked you to write? What do you hope to achieve? Why are you the person to write this? Without knowing the rhetorical situation, how would you know what to say or how to say it?

KEY TERMS	
audience	purpose
context	rhetorical situation
exigence	speaker
message	writer

1.1 Elements of the Rhetorical Situation | RHS-1.A

Whether a tweet, text, email, or essay, all written communication takes place within a rhetorical situation. The **rhetorical situation** of a text collectively refers to the exigence, purpose, audience, writer, context, and message. Writers make key decisions about what to say and how to say it based on their specific situation.

The Communication Situation

As Kenneth Burke vividly described in the parlor metaphor (see Unit Overview), every essay and every speech become part of an ongoing conversation. Yet each operates within a unique rhetorical situation, which includes the

- **exigence** (the problem the essay or speech addresses; the impetus)
- **purpose** (the goals the writer or speaker wants to achieve)
- **audience** (receivers of the message who often have a variety of values and beliefs)
- **writer or speaker** (a unique voice with values and beliefs)
- **context** (the time, place, and occasion)
- **message** (the substance of the writer's or speaker's main points)

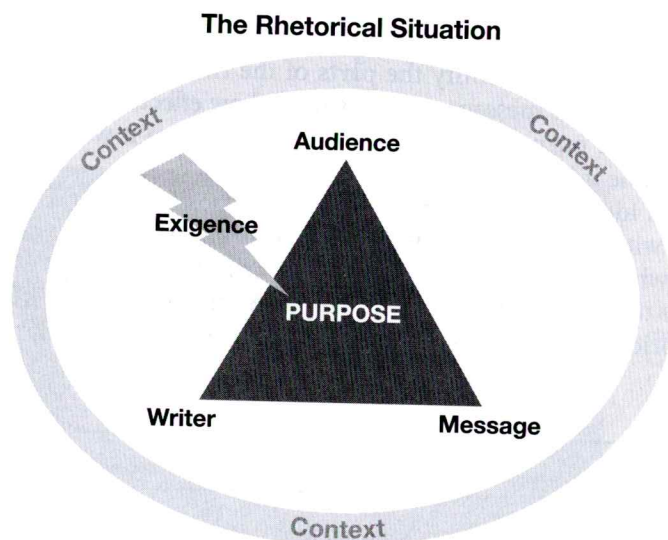


Figure 1-1
Based on this diagram, how would you describe the relationships among all of the parts of the rhetorical situation?

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

1.1 Checkpoint

Close Reading: Professional Text

Though you will learn much more about each one of the elements of the rhetorical situation in the pages that follow, try to complete the following task and answer the multiple-choice question.

1. On separate paper, make an illustration similar to Figure 1.1 on the previous page, but for each element, write the specific details related to Greta Thunberg's speech. For example, under "Writer" you would write "Greta Thunberg."

The multiple-choice questions in the Checkpoint sections are modeled on those on the AP® English Language and Composition exam.

2. Which of the following best describes Thunberg's purpose within her rhetorical situation?
 - (A) to speak to representatives of the United Nations
 - (B) to promote her status as a young environmental activist
 - (C) to persuade world leaders to address climate change
 - (D) to employ language that scolds world leaders
 - (E) to rally young people to her cause

1.2 Exigence | RHS-1.B

In general use, the word *exigence* means "a case or situation that demands prompt action or remedy." It carries the idea of an urgent task or an emergency. In the rhetorical situation, the exigence may not be quite so urgent, but it does refer to the impetus or problem that evokes a response. The exigence prompts a **writer** or **speaker** to address the situation.

The Impetus

As Figure 1-1 on the previous page shows, the spark that ignites the need for the writer to write (or the speaker to speak) is the **exigence**, the problem or situation that propels the act of creating a text. Anything can be an exigence if it makes a person feel the need to respond to it in writing or formal speech:

- An invitation to a graduation party may prompt a relative to write a congratulatory note.
- A low test score may cause a student to write an email to the teacher.
- The behavior of a student in an elementary school may compel a teacher to call the parents.
- Decisions by a local school board to change grading policies may motivate a student (or group of students) to write to the board or even speak at a meeting.

Think of exigence and writing as a cause and effect relationship.

The Exigence of Rhetoric

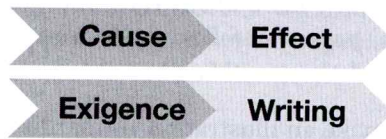


Figure 1-2

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

1.2 Checkpoint

Close Reading: Professional Text

Reread Greta Thunberg's speech and consider what you know about her. Then answer the following open response and multiple-choice questions.

1. How would you describe Thunberg's exigence? That is, what prompted her to speak?
2. Can you identify more than one exigence? If so, how might they relate?
3. Which of the following best describes the author's exigence in the speech?
 - (A) her desire to persuade young people to become environmentally conscious
 - (B) her concern that world leaders are ignoring the devastating consequences of climate change
 - (C) her dissatisfaction with the economic consequences of climate change
 - (D) her hope to devise an effective economic response to climate change for future generations
 - (E) her belief that world leaders are well-intentioned people

Evaluating Writing: Student Draft

Reread the student draft on climate change on page 5. Find and explain two examples of how the differences in exigence affect Thunberg's language choices and the student writer's choices.

1.3 Purpose | RHS-1.C

A key part of evaluating a text is understanding the writer's **purpose**, or goal, for writing.

Writer's Goal

If the exigence is the writer's motivation, the purpose is what the writer wants to happen as a result of the writing. The writer may issue a "call to action," urging readers to take an action to bring about change. Or the writer may simply argue for readers to reconsider an issue and affirm that the writer's position is valid.

The method a writer chooses depends in part on that writer's purpose. For example, if the purpose is to entertain, a writer might tell an engaging story. If the purpose is to inform readers, a writer might compare something—the difference between the terms "climate change" and "climate crisis," for example—or explain or describe a subject in another way.

Whether a call to action or a desire to influence, inform, or entertain, purpose is intentional. Sometimes readers can find purpose explicitly in the text—they can point to where the writer makes it clear—while sometimes the writer only implies a purpose that is suggested at various points in the text. In either case, the writer wants something to happen in response to the exigence and decides to enter the conversation on a subject in order to make that happen.

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

1.3 Checkpoint

Close Reading: Professional Text

Reread Greta Thunberg's speech, and then answer the following open response and multiple-choice questions.

1. What does Thunberg want to make happen as a result of her speech? In other words, what is her purpose?
2. Is Thunberg's purpose explicitly stated or implied? Explain your answer with details from the speech.

3. Which of the following best characterizes Thunberg's purpose in the passage?
- (A) to reject the authority of the United Nations
 - (B) to show the correlation between economic and environmental issues
 - (C) to persuade listeners that some world leaders may be evil
 - (D) to urge leaders to significantly cut emissions instead of following their current policies
 - (E) to convince listeners that CO₂ emissions are the single greatest threat to the environment

1.4 Audience | RHS-1.D

A writer's purpose may be thought of as the *why* of the text. A writer must also think about *who* the audience is. A writer's **audience** is the people who will be reading or hearing the message. The audience could be young or old, rich or poor, powerful or vulnerable, male or female or nonbinary. The audience could also be a mix of these. The audience will likely have both shared and unique values, needs, and backgrounds.

Targeting Your Message

The exigence and purpose for writing an argument are intertwined with the intended audience. To get a message across, you need to understand and assess the target of your message. The easiest way to assess an audience is to look closely at their values. People usually make decisions about what they do and say based on the principles they value most. Consider their beliefs, their history or background, and their needs and desires.

Taking these things into account, a writer will be able to make decisions about what to say and how to say it—decisions that will make the argument reach its intended audience. This skill is at the heart of “rhetoric,” as the famous Greek philosopher Aristotle explained it: “. . .the faculty of observing, in any given case, the available means of persuasion.” The more a writer takes the audience into account, the more tools that writer has available to make a persuasive argument.

Consider how audience influences a writer's choices by looking on the next page at the two different text message conversations a student might have on a Friday night. Notice that the facts are the same in each exchange—the student doesn't lie to her mom. The reactions and content of the different exchanges are “adjusted,” though, based on the two different audiences. In this example, the mom values the daughter's safety above all and the daughter knows it, so she is certain to give a detailed response to her mom's first question. In the second conversation, Izzy values her friendship and having fun and the student knows it, so she reacts accordingly with excitement and anticipation.



Figure 1-3

If the student above gave all of the facts to her mom, including Julio's interest in her, then the exchange may have turned into an argument. Instead, without lying, the daughter made strategic communication choices knowing what would concern her mother. While writers generate their ideas and positions from their own values and concerns, they also take the values and concerns of their audience seriously, a key strategy for persuasion.



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



The person in this picture appears deep in thought as she reads something on her phone. What are some things to consider about your audiences when writing text messages or social media posts?

Source: Getty Images

1.4 Checkpoint

Close Reading: Professional Text

Review Thunberg's speech. Then answer the following open response and multiple-choice questions.

1. What does Thunberg assume her audience values? How do you know?
2. Based on those values, what are some of the strategic choices that Thunberg makes in her speech?
3. In paragraph 9, Thunberg asks, "How dare you pretend that this can be solved with just 'business as usual' and some technical solutions?" This question shows that Thunberg assumes her audience
 - (A) is making serious investments in technological solutions to the climate crisis
 - (B) believes that the problem is not as extreme as she paints it and that substantial action is not needed
 - (C) recognizes the existential challenge of climate change and is committed to addressing it
 - (D) takes her and the younger generation seriously as agents for change
 - (E) values the future and is willing to make "business as usual" sacrifices for long-term good
4. The use of the pronoun "you" throughout the speech refers to
 - (A) citizens from Sweden and Swedish political leaders
 - (B) children of the speaker's generation and the generation following hers
 - (C) officially appointed members of the United Nations the author considers "evil"
 - (D) global leaders and United Nations representatives
 - (E) international school children, especially the children of political leaders
5. In addressing her audience, the author speaks to them as if they were
 - (A) irresponsible children
 - (B) intentional hypocrites
 - (C) cruel and evil
 - (D) responsible adults
 - (E) compassionate politicians

6. Much of Thunberg's speech assumes that her environmental concerns have largely been treated by her central audience with a sense of
 - (A) cautiousness
 - (B) fear
 - (C) urgency
 - (D) sincerity
 - (E) indifference

1.5 Context and Message | RHS-1.E

Writers know that the idea they want to convey—their **message**—is strongly influenced by the **context** of the writing, which includes the time, place, and occasion.

When, Where, and What

Writing doesn't happen in a vacuum. That is, any writing happens within a context, or situation, that helps shape the writing. The immediate *when*, *where*, and *what* of a context are the time, place, and occasion for the writing. A broader context also includes the ongoing conversations—what other people have written and talked about—on the subject of the writer's message.

For example, the executive who sent the insulting tweet did not consider the context of "the Twittersphere" or the broad topics of AIDS and racial injustice, so her message not only failed in its original purpose but also came back to hurt her. To achieve their purposes, writers consider both the immediate context as well as the broader context as they make choices about what they will say and how they will say it.

Immediate and Broader Context		
Message: Insulting tweet about AIDS and race		
	Immediate Context	Broader Context
Time	Right before an 11-hour flight	A time when hundreds a day were being infected with AIDS in Africa alone
Place	London and South Africa and the Twittersphere	A developed and wealthy country vs. some developing and poorer countries in Africa, and a social media platform known for viral messages
Occasion	Leaving on a family trip	Arriving in a country with a history of racial oppression under apartheid

Table 1-1

Context also extends to broad categories of thought. To determine the broader categories a subject may fit into, imagine in what section of the library different books on that subject might be shelved.

Categories for Context	
History	Sports
Popular Culture	Current Events
Art/Literature	Philosophy or Religion
Science	Government and Politics

Table 1-2

Consider this example: Suppose a school board will soon be voting on whether to require school uniforms. A student developing an argument about school uniforms must take into account the immediate context—in this case, the possibility of addressing the school board before they vote on requiring school uniforms—as well as broader contexts that may relate to school uniforms. Ideas from these broader contexts might influence the argument.

Broader Contexts for School Uniforms

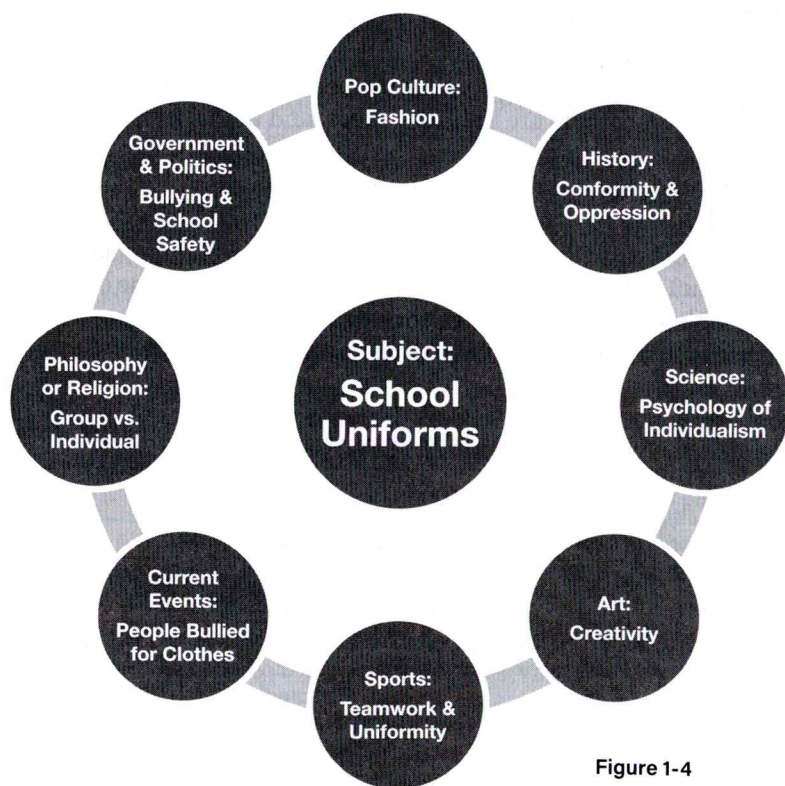


Figure 1-4

These broader contexts are sometimes called the “worlds” of the argument. Connecting to one or more of these worlds adds a universal dimension to your argument.

The way items are arranged in a graphic often reflects their relationship. What does the arrangement of the satellite circles say about their relationship to the center circle?

Information and ideas from these (and many other) categories contribute to the larger context of the discussion about school uniforms. Many people already having that conversation have considered these factors and taken them into account in their arguments. When new people join the conversation, they must take time to consider these—to learn about the context that surrounds the conversation—and then begin making choices that will allow them to join the ongoing conversation in a meaningful way.

The student considered what she could learn from the broader contexts, and, based on what she learned, she decided to support school uniforms. Here’s how she might have thought through the ways in which context would affect her message and the choices she should make in presenting her argument.

Effects of Context on Message		
Message: The school board should vote to require school uniforms.		
	Context	Effect on Message
Immediate context	School board meeting on Thursday night at 7:30 p.m. in the auditorium with a vote scheduled for 9:00 p.m.	The audience will be adults, and the situation is formal, so the message should be respectful and formal, unlike the Thunberg speech.
Broader contexts	Sports: Uniforms have a unifying effect. Current events: Students are bullied for clothes they wear. Government: School safety is at stake.	By referring to these contexts, the student can provide reasons beyond simple opinions to back up her position by pointing to their effect on the school community. Her message might therefore include some examples of schools where uniforms made a positive difference.

Table 1-3



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

1.5 Checkpoint

Close Reading: Professional Text

Reread Greta Thunberg’s speech and the paragraph that introduces it on page 4. Then answer the following open response and multiple-choice questions.

1. What is the immediate context of Thunberg’s speech?
2. How might the immediate context have influenced Thunberg’s choices?
3. Review the categories of broader context in the figure on page 16. What categories of context are relevant to Thunberg’s speech? What research could you do to better understand the different contexts of her speech? Explain your answer.

Claims and Evidence

Enduring Understanding and Skills

Part 2

Understand

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. (CLE-1)

Demonstrate

Identify and explain claims and evidence within an argument. (Reading 3.A)

Develop a paragraph that includes a claim and evidence supporting the claim. (Writing 4.A)

Source: AP® English Language and Composition Course and Exam Description

Essential Questions: As a reader, how can you identify a writer's position and the way that position is supported? As a writer, how can you develop and support your own position?

Two parents and two teenage girls are sitting at a kitchen table. The teenagers look mad at each other. One parent is explaining to the other, "Erin claims that she and Maddy were late for school because Maddy wanted to take time to shoot basketball in the park on the way to school. Maddy claims they were late for school because Erin thought she lost her phone and retraced her steps to try to find it even though it turned out to be at the bottom of her backpack."

Both teens have different positions and are not willing to abandon their points of view. Their claims reflect their positions, and each of them must prove her claim by providing evidence or by explaining how her ideas are reasonable. In other words, each must explain how her own argument makes sense and how her sister's argument does not.

The word *claim* carries a sense of uncertainty. It is not a statement of fact. A claim needs proof to be believed and accepted. Claims are proven or supported through convincing evidence and logical thinking (reasoning). This section will help you identify and explain how writers make their positions clear through claims and support those claims with evidence and reasoning. It will also provide instruction in writing a paragraph that includes a clearly stated claim and effective supporting evidence.

4. What other details about the context of the speech may have affected Thunberg's choices? What details about the context affect the way you read it?
5. Which rhetorical choice in Thunberg's speech has the **LEAST** relevance to her awareness of the context in which her arguments will be heard?
 - (A) her decision to not introduce herself formally
 - (B) the tone of reprimand she directs at her audience
 - (C) her emphasis on generational consequences
 - (D) references to specific dates and time frames
 - (E) citing statistics from recognized authorities
6. Which of the following broader contexts does Thunberg address in her speech?
 - (A) morality and the arts
 - (B) popular culture and science
 - (C) arts and history
 - (D) science and current events
 - (E) sports and popular culture

Evaluating Writing: Student Draft

Reread the student draft on climate change on page 5. Explain how the context of the student's writing might have influenced the student writer's choices.

Composing on Your Own

Review the writing you started on climate change. Also think about some of the other subjects mentioned in Part 1: AIDS, racial injustice, communication with friends and family, and school uniforms. Choose one of these subjects or a different one not listed. In writing, develop and explain your position on the subject you chose. Save your work for future use.

Part 1 Apply What You Have Learned

Read the speech "A Whisper of AIDS" by Mary Fisher at americanrhetoric.com or another site. Bookmark the site so you can return to it. Make a two-column chart with the elements of the rhetorical situation in the left-hand column. In the right-hand column, identify each element in Mary Fisher's speech.

Reflect on the Essential Question Write a brief response that answers this essential question: *What are the components of the rhetorical situation?* In your answer, explain the key terms listed on page 7.

Composing on Your Own

Write a paragraph-long draft of the argument you have been building through these exercises. Include three pieces of evidence. You may wish to use a table like the one below for guidance. Embed source materials by quoting, paraphrasing, or summarizing. Keep your rhetorical situation in mind as you write. Save your work.

Argument Paragraph Drafting Organizer	
Claim:	
	Evidence 1
Explain how the evidence supports the reasoning that justifies that claim	
	Evidence 2
Explain how the evidence supports the reasoning that justifies that claim	
	Evidence 3
Explain how the evidence supports the reasoning that justifies that claim	
Draft of Paragraph	

Table 1-9

Part 2 Apply What You Have Learned

Reread or listen to the speech “A Whisper of AIDS” by Mary Fisher at americanrhetoric.com or another site you bookmarked, and review the chart you made for Part 1. Write a paragraph identifying the claim Fisher makes and the evidence she uses to back it up.

Reflect on the Essential Questions Write a brief response that answers these essential questions: *As a reader, how can you identify a writer’s position and the way that position is supported? As a writer, how can you develop and support your own position?* In your answer, correctly use at least eight of the key terms listed on page 20.

Unit 1 Review

Section I: Multiple Choice

Reading: “Why Chinatown Still Matters”	39
Writing: Synthetic Turf.	45

JOIN THE CONVERSATION: THE ARGUMENT ESSAY (PART 1) 48

Section II: Free Response

Rhetorical Analysis: “Why Chinatown Still Matters”	50
Argument: Speeding Tickets Based on Income.	50

Section I: Reading

Questions 1–13. Read the following passage carefully before you choose your answers. (This passage is excerpted from an article titled “Why Chinatown Still Matters” that appeared on *The New York Times* website in 2016.)

- There is one thing we do not see in a compelling 1982 self-portrait by Dean Wong: his face. Taken in Seattle’s Chinatown, the photograph zeroes in on the back of a metal helmet, polished to a mirrorlike finish. In it is reflected a crowd of neighborhood residents—a metaphor for the people and hometown community that have shaped and fascinated Mr. Wong.
- The image appears in Mr. Wong’s new book, *Seeing the Light: Four Decades in Chinatown* (Chin Music Press), which centers on Seattle but includes images from other cities, including San Francisco, New York and Vancouver, British Columbia. Juxtaposing photographs with short, anecdotal essays, the book serves as a powerful corrective to decades of one-dimensional and blinkered reporting on neighborhoods generally represented in the cultural mainstream as exotic, insular or irrelevant, as places to order a quick meal or marvel at the colorful rituals of the Chinese New Year. . . .
- Mr. Wong started photographing Seattle’s Chinese-American community in the early 1970s, while working for the International District Emergency Center, a grassroots neighborhood services organization. Later, as a photojournalist for the *International Examiner*, a Seattle-based Asian-American newspaper, he continued to focus on Chinatown. “I photographed meetings, did portraits, went to community celebrations, and roamed the streets of Chinatown looking for anything that caught my eye,” he later recalled.

4 Among the many contributions of *Seeing the Light* is its eloquent documentation of complex and evolving communities, neighborhoods that exist not for tourists, but as cultural, political, and historic sanctuaries for the Asian-American community.

5 “For me, Chinatown has been a kind of compass by which to find where I belong in this country,” the writer Bonnie Tsui observed in her groundbreaking book, *American Chinatown: A People’s History of Five Neighborhoods*. “I haven’t always felt at ease in my identity as a Chinese-American, and as a young adult it was comforting to know that there was a place I could go in my city where everyone else looked like me.”

6 If *Seeing the Light* affirms the role of Chinese-American communities in empowering a people, their history has been fraught, complicated by racism, xenophobia¹ and, more recently, the threats of urban renewal and gentrification.² In the mid-19th century, Chinese migration to the United States began when natural catastrophes across China inspired some of its more intrepid citizens to go to Gum Shan, “Gold Mountain,” the Chinese nickname for California, and the western regions of North America, stoked by news of gold-rich land and economic opportunity.

7 But as the economy weakened in the United States, the Chinese labor force came to be viewed by white Californians as a threat. Racism and repressive legislation drove Chinese-Americans to self-segregate and form a sanctuary neighborhood in San Francisco: a so-called Chinatown, where close-knit families and benevolent associations sustained a spurned minority. As new businesses thrived within this community, however, the city’s white residents continued to view Chinese-Americans as a danger to the region’s fragile economy.

8 It was not until the mid-20th century that Chinese-Americans began to enter the nation’s mainstream, with Chinatowns in cities as diverse as New York, Seattle, Washington, Los Angeles and Boston flourishing. But in recent years, gentrification has encroached on some communities, outpricing many Asian-Americans from neighborhoods that had served as cultural havens for

decades. At its peak, for example, Chinatown in the District of Columbia was once home to about 3,000 Chinese-Americans. That number has dwindled to 300.

9 In light of this history, Mr. Wong’s vignettes³ and photographs—including images of community activism, local businesses and organizations, political leaders, children playing, celebratory rituals and, on a more personal level, reminiscences about his family and student life—speak to the cultural nuances, complexity and necessity of Chinatown, well beyond the touristic fascination with swirling paper dragons, countless restaurants and trinket shops.

1. Which of the following best describes the writer’s exigence in the passage?
 - (A) the declining population of Chinatowns
 - (B) the gentrification of ethnic neighborhoods
 - (C) the publication of Dean Wong’s book, *Seeing the Light*
 - (D) the publication of Bonnie Tsui’s book, *American Chinatown*
 - (E) growing racism and xenophobia
2. Paragraph 7 contributes to the ongoing conversation about Chinatowns by
 - (A) demonstrating how the formation of Chinatowns relates to the American history of racism and repression
 - (B) exploring the relationship between Chinatown’s history and economic hardships in New York City
 - (C) demonstrating the racism of Chinese-Americans
 - (D) admitting the fear that large groups of like-minded people could create in a society
 - (E) exploring concerns that early Chinese immigrants shared about their acceptance and treatment

¹ **xenophobia**: dislike of or prejudice against people from other countries

² **gentrification**: process of changing the character of a neighborhood through the influx of more affluent residents and businesses

³ **vignettes**: brief evocative descriptions, accounts, or episodes

3. Which line(s) most nearly resemble(s) a thesis for this passage?
 - (A) “I haven’t always felt at ease in my identity as a Chinese-American, and as a young adult it was comforting to know that there was a place I could go in my city where everyone else looked like me.” (paragraph 5, sentence 2)
 - (B) “. . . natural catastrophes across China inspired some of its more intrepid citizens to go to Gum Shan, ‘Gold Mountain,’ the Chinese nickname for California . . .” (paragraph 6, sentence 2)
 - (C) “. . . the city’s white residents continued to view Chinese-Americans as a danger to the region’s fragile economy.” (paragraph 7, sentence 3)
 - (D) “But in recent years, gentrification has encroached on some communities, outpricing many Asian-Americans from neighborhoods that had served as cultural havens for decades.” (paragraph 8, sentence 2)
 - (E) “. . . Mr. Wong’s vignettes and photographs . . . speak to the cultural nuances, complexity and necessity of Chinatown . . .” (paragraph 9, sentence 1)
4. Much of the passage suggests that the author assumes his audience
 - (A) desires to learn more about Dean Wong’s biography
 - (B) shares the narrow views many Chinatown tourists have
 - (C) has little understanding of the goals shared by photographic artists
 - (D) knows little about the history of Chinese-American communities
 - (E) wants him to speak on behalf of the Chinese-American community
5. The author views the “gentrification” of Chinatowns as
 - (A) inevitable
 - (B) regrettable
 - (C) culturally insignificant
 - (D) necessary
 - (E) a form of racism

6. The tourists’ views on the significance of Chinatowns are best represented by which of the following?
 - (A) “places to . . . marvel at the colorful rituals” (paragraph 2, sentence 2)
 - (B) “historic sanctuaries” (paragraph 4)
 - (C) “a kind of compass” (paragraph 5, sentence 1)
 - (D) “communities . . . empowering a people” (paragraph 6, sentence 1)
 - (E) “cultural havens” (paragraph 8, sentence 2)

Questions 7–9 are covered in Unit 4.

7. In the opening paragraphs, the author expresses admiration for the work of Dean Wong because it
 - (A) exposes the long-overlooked racism directed at Chinese-Americans
 - (B) expands the public’s awareness about Chinese-Americans
 - (C) emboldens Chinese-Americans and their political fight for civil rights
 - (D) provides the American reading public with a new source of entertainment
 - (E) reveals the truth about the oppression of Chinese-American citizens in North America
8. The author’s first sentence in the passage captures the audience’s attention by
 - (A) showing how a unique image reflects Dean Wong’s identity
 - (B) alluding to a world-famous photograph
 - (C) mentioning Dean Wong by name
 - (D) making an unconventional use of a colon
 - (E) using the second person to address the audience directly
9. The author’s concluding claim that Dean Wong’s photographs “speak to the cultural nuances, complexity and necessity of Chinatown, well beyond the touristic fascination with swirling paper dragons” is best supported by the final sentence of
 - (A) paragraph 1
 - (B) paragraph 2
 - (C) paragraph 3
 - (D) paragraph 6
 - (E) paragraph 7

10. The phrase “blinkered reporting” in paragraph 2 implies that the media have historically portrayed Chinese-Americans
- (A) through narrow stereotypes
 - (B) in an openly racist manner
 - (C) objectively and fairly
 - (D) in ways that oppress their communities
 - (E) cruelly and harmfully
11. Which of the following word or phrase from the passage is most consistent with the writer’s attitude toward the work of Mr. Wong?
- (A) “compelling” (paragraph 1, sentence 1)
 - (B) “new” (paragraph 2, sentence 1)
 - (C) “one-dimensional” (paragraph 2, sentence 2)
 - (D) “cultural mainstream” (paragraph 2, sentence 2)
 - (E) “irrelevant” (paragraph 2, sentence 2)
12. Quoting writer Bonnie Tsui in paragraph 5 serves to
- (A) illustrate the cultural importance of Chinatowns to Chinese-Americans
 - (B) demonstrate why many Chinese-Americans have rejected Chinatowns
 - (C) present alternative arguments on the importance of Chinatowns
 - (D) deny any claim that Chinatowns are not real
 - (E) explain why many Chinese immigrants originally settled in these places

Question 13 is covered in Unit 5.

13. In relation to the passage as a whole, the transitional phrase at the beginning of the last paragraph refers to which of the following ideas?
- (A) Immigrant stories
 - (B) Chinese-American values
 - (C) Spread of Chinatowns across America
 - (D) Tourists’ interest in Chinatowns
 - (E) Chinatowns’ troubling history

Section I: Writing

Questions 14–18. Read the following passage carefully before you choose your answers.

(The passage below on the subject of synthetic turf is a draft.)

(1) According to the Synthetic Turf Council, there are more than 12,000 fake athletic fields across the United States. (2) With no need to water, fertilize, or mow, synthetic surfaces mean that many sports can go year-round while also allowing sports fields where there could be no grass fields before. (3) In fact, New York City itself contains more than 160 synthetic turf fields throughout its parks.

(4) You are likely familiar with this green plastic grass turf with tiny specs of black “crumb rubber” meant to stand in as soil and provide a firm yet bounceable surface. (5) These types of surfaces are an innovative leap from previous synthetic fields that were little more than concrete with padding and a green-as-grass surface on top. (6) Often referred to as AstroTurf because of its famous use in the Houston Astrodome indoor stadium, this type of surface was patented in 1965. (7) AstroTurf eventually met with serious criticisms that it was changing the games played on it and leading to more injuries. (8) It needed to evolve. (9) Since the late 1990s, several companies, including the original AstroTurf company, have innovated to create “more natural,” grasslike, crumb rubber fields with which many are now familiar.

(10) Today there are many questions about the safety of these new synthetic surfaces. (11) The most harrowing questions revolve around the use of crumb rubber. (12) Made from recycled tires, it is known to contain chemicals that can be harmful to humans. (13) Some even claim it causes cancer, citing an increase in the number of soccer goalies (who spend a lot of time on the ground getting crumb rubber all over their bodies) who have recently been diagnosed with cancer. (14) All of these concerns point to larger issues with synthetic turf. (15) Considering the criticism of the original AstroTurf surfaces and the unanswered questions emerging about these newer synthetic surfaces, it is obvious that these “advances” should be more closely scrutinized before they are used on such a large scale.

14. The writer wants to add more information to the third paragraph (sentences 10–15) to support the main argument of the paragraph. Which of the following information would best serve that purpose?
- (A) Cancer develops when some outside influence such as chemicals or radiation changes a person's genes and causes cells to begin reproducing rapidly.
 - (B) The number of soccer goalies developing cancer has increased significantly since the introduction of synthetic turf with crumb rubber.
 - (C) Players on teams that regularly practice and play on synthetic surfaces are more likely to become injured than others.
 - (D) Some athletes are choosing to give up team sports altogether in order to avoid playing on synthetic surfaces.
 - (E) For every piece of black crumb rubber you can see, there are hundreds of microscopic pieces of the same material that you don't see—that you breathe in and even swallow.

Question 15 is covered in Unit 3.

15. The writer is considering moving the second paragraph (sentences 4–9) to become the first paragraph. Should the writer make this revision?
- (A) Yes, that will help contextualize synthetic turf for readers, allowing them to better understand where these surfaces come from.
 - (B) Yes, the criticism should be introduced first so that the reader can begin to understand the reasoning of the argument being made.
 - (C) Yes, in order to create a cause and effect relationship that supports the argument being made, the paragraph should be moved.
 - (D) No, the first paragraph relies on the second to develop the reasoning introduced in the first paragraph.
 - (E) No, the second paragraph relies on the first paragraph to introduce how widespread synthetic turf is.

Question 16 is covered in Unit 5.

16. Which of the following, if placed at the beginning of sentence 10 (and adjusting for punctuation and capitalization), would create the most coherent transition between paragraph 2 (sentences 4–9) and paragraph 3 (sentences 10–15)?
- (A) Evolution and innovation go hand in hand, and
 - (B) Crumb rubber may be softer, but
 - (C) The original AstroTurf company could not have foreseen the problems they would create since
 - (D) Innovation rarely comes without a cost, however, and
 - (E) However, innovation always produces positive results and

Question 17 is covered in Unit 7.

17. The author is considering adding information about the low maintenance costs of synthetic turf to sentence 2. Should the writer make this revision?
- (A) Yes, all subjects have something to do with money.
 - (B) Yes, economic perspectives always generate reader interest.
 - (C) Yes, a brief mention of cost will help explain why synthetic surfaces are widely used.
 - (D) No, the additional information would not help the readers understand the popularity of synthetic turf.
 - (E) No, the lower costs are already implied in the opening portion of sentence 2.

Question 18 is covered in Unit 8.

18. In an attempt to avoid any bias and maintain the style of the passage, the writer wants to revise the underlined word in sentence 1 (reproduced below).

According to the Synthetic Turf Council, there are more than 12,000 fake athletic fields across the United States.

Which of the following would be the best choice to replace the underlined word?

- (A) plastic
- (B) artificial
- (C) harmful
- (D) scientific
- (E) sham



JOIN THE CONVERSATION: THE ARGUMENT ESSAY (PART 1)

Before you move on to answering the free-response prompts in Section II of the Unit Review, take the time to understand the tasks they require by completing the activities in this “Join the Conversation” guide, which will appear in this spot in Units 1–8. Since Unit 1 focused on claims and evidence, the first type of prompt explained here is the argument essay (the final prompt on the AP® exam), which assesses your ability to use evidence and reasoning to support a claim. In this guide, the argument prompt for Units 1–5 is on the same topic but will require your using increasingly more complex writing skills. Study the sample prompt below.

For decades, movies and music have included messages or labels to signal that they contain content that some people may find troubling. Advocates for such labeling argue this is important to prevent people from being exposed to things they do not want to encounter. However, Erika Christakis, a lecturer at the Yale Child Study Center, says that “free speech and the ability to tolerate offense are the hallmarks of a free and open society.”

Write a paragraph that argues your position on the use of warning labels or warning messages to signal potentially troubling content.

In your response you should do the following:

- Respond to the prompt with a claim that presents a defensible position.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

The first part of the prompt provides background, the second states your task, and the third provides a checklist for fulfilling the requirements. Everything the prompt asks you to do has been covered in Unit 1.

To develop a defensible claim required by the **first bullet**, think about experiences related to warning labels and warning messages. You might recall a time you were upset by something unexpected in a movie. Or you might think about a child having nightmares about a scary movie character. Maybe you will think about the warning labels on medications and other products, such as cigarettes. These ideas will lead you to your claim (see 2.1 and 2.4). State the claim clearly. For example, your claim might be: *Warning labels are necessary to prevent both emotional and physical harm.*

To address the **second bullet**, list evidence to support your claim. In this case, your evidence is the examples you thought of to reach your claim, such

as “children have nightmares” and “some products are harmful.” Try to tie your personal examples to the broader contexts, or “worlds,” of an argument (Unit 1, Part 1.5, page 16). These connections will help you widen your appeal by linking your argument to abstract ideas, such as popular culture (movies) and science (health warnings).

The **third bullet** requires you to explain how your ideas support your reasoning behind the claim. For example, if you use the child with nightmares as evidence, show clearly how this example supports your claim. You might say, for example, “A child with nightmares suffers very real and possibly lasting fears that could have been prevented by a movie rating that would have stopped parents from allowing their child to see the movie.” Filling in an organizer like the one below will help you keep track of your claim, evidence, and reasoning. Use it while responding to this prompt.

When you finish your draft, check it over to make sure you meet the requirements of each bullet point in the prompt. The **final bullet** reminds you to use appropriate grammar and punctuation, so double-check for possible grammatical and punctuation errors.

Argument Paragraph Drafting Organizer

Claim: Warning labels are necessary to prevent both emotional and physical harm.
<u>Evidence 1</u> A child who has nightmares because of watching a movie with scary images
<u>Explain how the evidence supports the reasoning that justifies that claim</u> A child with nightmares suffers very real and possibly lasting fears that could have been prevented by a movie rating that would have stopped parents from allowing their child to see the movie.
<u>Evidence 2</u> Warning labels on cigarettes
<u>Explain how the evidence supports the reasoning that justifies that claim</u> Warnings on cigarette packages explain that smoking causes cancer and other diseases, and as a result many people choose not to smoke.
<u>Additional Evidence</u>
<u>Explain how the evidence supports the reasoning that justifies that claim</u>
<u>Draft of Paragraph</u>

Apply

Follow the same process to respond to the argument prompt on the next page. For current free-response prompt samples, visit the College Board website.

Section II: Free Response

The first free-response question on the AP® exam is a synthesis task. For guided practice in writing a synthesis essay, see *Join the Conversation* on pages 364–373, 448–455 and 540–544. You will be provided synthesis prompts in Units 6–9.

Rhetorical Analysis: “Why Chinatown Still Matters”

The second free-response question on the exam is a rhetorical analysis. For guided practice in writing rhetorical analysis, see *Join the Conversation* on pages 104–106, 178–180, 232–235, and 290–295.

In May of 2016, research professor Maurice Berger wrote a review of the artist Dean Wong’s new book of photographs. The review appeared on *The New York Times* website.

Read the passage carefully. Write an essay or short response that analyzes the rhetorical choices Berger makes to convey his message about the contribution Wong’s book makes to understanding Chinatowns. Consider how the writer embeds evidence within his own ideas about “Why Chinatown Still Matters.”

In your response you should do the following:

- Respond to the prompt with a thesis that analyzes the writer’s rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

Argument: Speeding Tickets Based on Income

Some European countries have laws that vary the amount of money fined for breaking some laws, such as speeding, based on the income of the person getting the ticket. This means that a wealthy person getting a speeding ticket will pay more for that ticket than a person doing the same speed who makes less money.

Write a paragraph that argues your position on attaching legal fines to the amount of money someone makes.

In your response you should do the following:

- Respond to the prompt with a claim that presents a defensible position.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

UNIT 2

Selecting Evidence to Motivate an Audience

Part 1: Relating to an Audience

Part 2: Strategic and Sufficient Evidence

Part 3: Identifying a Thesis

ENDURING UNDERSTANDINGS AND SKILLS: Unit Two

Part 1

Understand

Individuals write within a particular situation and make strategic writing choices based on that situation. (FHS-1)

Demonstrate

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

Demonstrate an understanding of an audience’s beliefs, values, or needs. (Writing 2.B)

Part 2

Understand

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. (CLE-1)

Demonstrate

Identify and explain claims and evidence within an argument. (Reading 3.A)

Develop a paragraph that includes a claim and evidence supporting the claim. (Writing 4.A)

Part 3

Understand

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. (CLE-1)

Demonstrate

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

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

Source: AP® English Language and Composition Course and Exam Description