

## UNIT 2:

### Selecting Evidence to Motivate an Audience, pp. 51–110

**UNIT 2 OVERVIEW**, pp. 52–57

*Student open responses will vary. Sample responses are provided throughout this resource.*

**Composing on Your Own**, p. 56

After each professional anchor text, students will have an opportunity to write freely in response to it. Although subsequent “Composing on Your Own” activities direct students to specific writing tasks based on what they are learning, students are also free to follow their own inquiries in these compositions that develop over a unit. *See pages 223–228 for Inquiry Activities for Writing Rhetorically.*

**Analyzing the Visual**, p. 56

Students are likely to notice that Yousafzai is younger than the others on the stage, including her co-recipient Kaliash Satyarthi, suggesting that her accomplishments are unusual for someone her age.

**What Do You Know?** p. 57

*Note: This recurring feature uses the practice of “effortful recall” to help students’ learning “stick.” Chances are that over their previous years of schooling, students have encountered these ideas, if not necessarily the terminology. Having to work hard to retrieve what they already know will help students form stronger connections to the new knowledge they acquire. These questions are not meant to be scored. They will serve as a guide to what your students may or may not already know about the unit’s content.*

**Close Reading: Professional Text**

1. Yousafzai spoke at an event sponsored by the United Nations, an organization representing many countries that work together toward common goals, so her audience likely values global initiatives and equal rights. In addition, the audience would likely respect education and perseverance.
2. There are a number of sentences that encompass Yousafzai’s thesis:
 

“If we are to succeed as a society in the 21st century, we had better shed our anti-intellectualism and imbue in our children the vision that a good life is impossible without stretching one’s mind and pursuing knowledge to the full extent of one’s abilities.”

“One child, one teacher, one book and one pen can change the world.”

“Education is the only solution.”

“Education first.”
3. Yousafzai includes references to the many trials she has faced and overcome. Moreover, her evidence focuses on areas where others are suffering violations of human rights. In particular, in paragraphs 10 and 12, she cites numerous examples of children suffering and being exploited. She also uses the words “we” and “us” to imply a collective imperative to ensure the rights of many. Finally, she references her current initiatives to stress the need for education.

### Evaluating Writing: Student Draft

1. There are a number of sentences that stress the writer’s message about global education, such as:
 

“This will equip them with voices so that they too may be granted what is rightfully theirs: an opportunity to learn, which is an opportunity for hope.”

“If we are to succeed as a society in the 21st century, we had better shed our anti-intellectualism and imbue in our children the vision that a good life is impossible without stretching one’s mind and pursuing knowledge to the full extent of one’s abilities.”

“One child, one teacher, one book and one pen can change the world.”
2. Claim 1: “Many U.S. students—along with their other first world-counterparts—take for granted the educational opportunities that are presented to them as rights.”
 

Claim 2: “In fact, they often either view going to school as a boring burden, or they just neglect to consider how less-fortunate areas and countries do not have similar requirements for their own populations.”

Claim 3: “This will equip them with voices so that they too may be granted what is rightfully theirs: an opportunity to learn, which is an opportunity for hope.”
3. Claim 2 is not directly supported with specific examples of U.S. students who consider education a burden. However, the information pertaining to Africa’s educational status reveals that there are many young people who are “less fortunate” than students in the U.S.
 

Claim 3 is supported with the reference to global efforts that are opening new doors to destitute children.
4. Claim 1 is not supported with sufficient, high-quality evidence, because the author fails to provide specific examples; therefore, the reader never knows whether the claim is a verifiable truth or the author’s personal opinion.

For a revised version of this student draft based on activities in this unit, see page 36.

**PART 1** RELATING TO AN AUDIENCE, pp. 58–74

**PART 1.1** Relating to an Intended Audience, pp. 59–64 | RHS-1.F RHS-1.G

**1.1 Checkpoint**, pp. 61–63

*For a reproducible for the rhetorical choice and audience chart on page 61 in the student book, see page 249.*

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See pages 24–25.	<b>RHS-1</b>	1.B	RHS-1.F: audience values, beliefs, needs, and background	59–61
2	B	<b>RHS-1</b>	1.B	RHS-1.F: audience values, beliefs, needs, and background	59–61

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
3	C	RHS-1	1.B	RHS-1.G: purpose; audience emotions and values	59-61
4	B	RHS-1	1.B	RHS-1.G: purpose; audience emotions and values	59-61
5	C	RHS-1	1.B	RHS-1.G: purpose; audience emotions and values	59-61
6	A	RHS-1	1.B	RHS-1.F: audience values, beliefs, needs, and background	59-61
<b>Evaluating Writing</b>					
1	See page 25.	RHS-1	2.B	RHS-1.F: audience values, beliefs, needs, and background	59-61
2	See page 25.	RHS-1	2.B	RHS-1.F: audience values, beliefs, needs, and background	59-61
3	A	RHS-1	2.B	RHS-1.G: purpose; audience emotions and values	59-61

#### Close Reading: Open Response Questions/Activities

- Number of answers (rows) and wording will vary, but examples follow:

Examples (Textual Evidence)	Rhetorical choice	What Yousafzai Believes about the Audience's Background, Values, Beliefs, or Needs
"Today is it an honor for me to be speaking again after a long time."	She reflects on the privilege of her current position.	The audience values humility in a speaker.
"... first of all thank you to God for whom we all are equal and thank you to every person who has prayed for my fast recovery and new life."	She references divinely ordained human value.	The audience believes in human equality.
"Dear friends, on 9 October 2012, the Taliban shot me on the left side of my forehead. They shot my friends, too."	She narrates her tragic experience.	The audience believes violence toward others is negative.

"This is the compassion I have learned from Mohammed, the prophet of mercy, Jesus Christ and Lord Buddha. This the legacy of change I have inherited from Martin Luther King, Nelson Mandela and Mohammed Ali Jinnah. This is the philosophy of nonviolence that I have learned from Gandhi, Bacha Khan and Mother Teresa."	She references various historical and religious figures.	The audience is made up of diverse populations.
"The wise saying, 'The pen is mightier than the sword.'"	She recounts a common adage.	The audience believes that nonviolence and education are better means of solving problems.
"We call upon all communities to be tolerant, to reject prejudice based on caste, creed, sect, color, religion or agenda to ensure freedom and equality for women so they can flourish."	She charges global leaders and communities with pacifist obligations.	The audience values freedom and equality, especially for those that are underrepresented.

#### Evaluating Writing: Open Response Questions/Activities

- Two instances include the following:

"Many U.S. students—along with their other first world-counterparts—take for granted the educational opportunities that are presented to them as rights."

"In fact, they often either view going to school as a boring burden, or they just neglect to consider how less- fortunate areas and countries do not have similar requirements for their own populations."

- Two examples of language that may improve the writer's outreach. Examples also appear in the final student draft.

Language at the end of sentence 1: *,which makes the U.S. similar to many other first-world countries.*

Language at the end of sentence 2: *,though there are some states that extend the age to eight.*

#### Composing on Your Own, p. 64

Encourage students to pick a subject that relates to the rights of young adults or children. Remind students to carefully consider the needs of their audience; this consideration will influence the tone and evidence students use in their writing. Students may want to create a checklist to ensure that they are considering the audience's values, beliefs, needs, and background. Regardless of audience, students should balance emotional appeals with hard evidence from reputable sources. In addition to considering the needs of their audience, students should keep other aspects of the rhetorical situation in mind—namely, context and purpose.

Analyzing the Visual, p. 65

The important takeaway from this image is that the appeals are not used in isolation—they usually work together.

1.2 Checkpoint, pp. 71–73

For reproducibles for the rhetorical choice and ethos and rhetorical choice and pathos charts on page 71 in the student book, see pages 250 and 251.

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See page 27.	RHS-1	1.B	RHS-1.H: arguments; persuasion	64–70
2	See page 28.	RHS-1	1.B	RHS-1.H: arguments; persuasion	64–70
3	E	RHS-1	1.B	RHS-1.H: arguments; persuasion	64–70
4	D	RHS-1	1.B	RHS-1.H: arguments; persuasion	64–70
5	D	RHS-1	1.B	RHS-1.H: arguments; persuasion	64–70
<b>Evaluating Writing</b>					
1	See page 28.	RHS-1	2.B	RHS-1.H: arguments; persuasion	64–70
2	See page 29.	RHS-1	2.B	RHS-1.H: arguments; persuasion	64–70
3	C	RHS-1	2.B	RHS-1.H: arguments; persuasion	64–70

Close Reading: Open Response Questions/Activities

1.

Textual Evidence	Choice What is the writer doing?	Influence on Character/Credibility How does this demonstrate her character or credibility?
<i>"Today is it an honor for me to be speaking again after a long time. Being here with such honorable people is a great moment in my life and it is an honor for me that today I am wearing a shawl of the late Benazir Bhutto. I don't know where to begin my speech. I don't know what people would be expecting me to say, but first of all thank you to God for whom we all are equal and thank you to every person who has prayed for my fast recovery and new life."</i>	<i>She reflects on the privilege of her current position.</i>	<i>It highlights her humility and gratefulness.</i>
<i>"Dear friends, on 9 October 2012, the Taliban shot me on the left side of my forehead. They shot my friends, too."</i>	<i>She narrates her tragic experience.</i>	<i>It establishes her as a victim who has overcome oppression (makes her more credible through experience).</i>
<i>"Dear sisters and brothers, I am not against anyone. Neither am I here to speak in terms of personal revenge against the Taliban or any other terrorist group. I am here to speak for the right of education for every child."</i>	<i>She expresses her congenial attitude toward all humanity.</i>	<i>It emphasizes her courage to overcome terrible oppression and amplifies her kind nature.</i>

2.

Textual Evidence	Choice What is the writer doing?	Emotion(s) of Audience: What emotion does this inspire in her audience?
"There are hundreds of human rights activists and social workers who are not only speaking for their rights, but who are struggling to achieve their goal of peace, education and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them. So here I stand. So here I stand, one girl, among many. I speak not for myself, but so those without a voice can be heard. Those who have fought for their rights. Their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity. Their right to be educated."	She speaks on behalf of other struggling activists.	inspiration, hope, courage
"Dear friends, on 9 October 2012, the Taliban shot me on the left side of my forehead. They shot my friends, too."	She narrates her tragic experience.	sympathy
"Dear sisters and brothers, I am not against anyone. Neither am I here to speak in terms of personal revenge against the Taliban or any other terrorist group. I am here to speak for the right of education for every child."	She expresses her congenial attitude toward all humanity.	compassion, wonder, awe
"In India, innocent and poor children are victims of child labor. Many schools have been destroyed in Nigeria. People in Afghanistan have been affected by extremism. Young girls have to do domestic child labor and are forced to get married at an early age."	Exemplifies the turmoil of women and children in multiple countries	indignity at injustice

**Evaluating Writing: Open Response Questions/Activities**

1. The student draft uses different modes of persuasion. The draft includes emotional language that appeals to the audience's sense of righteousness and justice. The student draft also appeals to the audience's need for clear examples and statistical evidence.

2. The writer uses emotional language when he states that "Many U.S. students... take for granted educational opportunities." In addition, the author's main claim includes an appeal to the audience's emotions: "This will equip them with voices so that they too may be granted what is rightfully theirs: an opportunity to learn, which is an opportunity for hope." The writer also satisfies the audience's need for specific examples and statistical evidence, as shown in the following statement: "Africa has the '10 lowest-ranked countries' in relation to a child's ability to access educational services."

**Composing on Your Own, p.73**

For a reproducible for using the three appeals chart on page 73 in the student book, see page 252.

Students should use the chart to help organize their writing. Remind students that all three columns—Character, Logic, Emotion—in the chart are related. For instance, students will want to convey the credibility of their character by using clear logic and emotional evidence that connects with their chosen audience. Evidence that is overly emotional, highly dependent on opinions, and lacks logical structure and reputable evidence will not reflect well on the character of the writer, nor will it connect with the reader.

**Part 1 Apply What You Have Learned, p. 74**

For a reproducible of the rhetorical analysis chart on page 74 in the student book, see page 253.

Student answers will vary. There are multiple examples throughout Clinton's speech of ethical, emotional, and logical appeals. Some examples are cited in the table that follows:

Textual Evidence	Rhetorical Choice What is the writer doing?	Is this related to character/credibility, emotion, or logic?
"It is also a coming together, much the way women come together every day in every country. We come together in fields and in factories. In village markets and supermarkets. In living rooms and board rooms. Whether it is while playing with our children in the park or washing clothes in a river, or taking a break at the office water cooler, we come together and talk about our aspirations and concerns. And time and again, our talk turns to our children and our families."	In her introductory remarks, Clinton highlights the importance of all people focusing on a shared cause that is the result of common values.	Clinton's emotional appeal highlights universal values—such as children, family, and community—that draw people together. In addition, Clinton's approach also makes a logical link between the individual family and the larger family of humanity.

Textual Evidence	Rhetorical Choice What is the writer doing?	Is this related to character/credibility, emotion, or logic?
<i>"By gathering in Beijing, we are focusing world attention on issues that matter most in the lives of women and their families: access to education, health care, jobs, and credit, the chance to enjoy basic legal and human rights and participate fully in the political life of their countries."</i>	<i>Clinton lists specific, key imperatives that must be addressed to ensure equality for women.</i>	<i>This statement is a logical thesis that Clinton will defend with specific information later in her speech. After the emotional appeal of her introductory remarks, Clinton is now listing specific areas of importance.</i>
<i>"Tomorrow, I will attend a gathering of the United Nations Development Fund for Women. There, the discussion will focus on local -- and highly successful -- programs that give hard-working women access to credit so they can improve their own lives and the lives of their families."</i>	<i>Clinton is responding to people who "question the reason for this conference" and justifying the initiatives that work for women's rights.</i>	<i>In her response, Clinton supports her credibility by listing examples of "highly successful" initiatives that are helping women throughout the world.</i>
<i>"Over the past 25 years, I have worked persistently on issues relating to women, children and families. Over the past two-and-a-half years, I have had the opportunity to learn more about the challenges facing women in my own country and around the world."</i>	<i>Clinton's statement emphasizes her lengthy, wide-ranging experience working for the rights of women and children.</i>	<i>In her statement, Clinton highlights her credibility by showing that she has the experience and dedication to skillfully address the needs of women and children. Following her statement, Clinton gives multiple examples (by repeating the phrase "I have met") of the empowered women she has encountered throughout the world.</i>
<i>"As an American, I want to speak up for women in my own country -- women who are raising children on the minimum wage, women who can't afford health care or child care, women whose lives are threatened by violence, including violence in their own homes."</i>	<i>Throughout her speech, Clinton appeals to her audience's shared values of justice and equality. She gives many examples that reveal the inordinate amount of abuse and injustice women face throughout the world.</i>	<i>While Clinton gives many examples of the injustices women face worldwide, she bolsters her argument by acknowledging that her own country faces inequality. In saying that she wants to "speak up for women" in the United States, Clinton stresses that she is fighting for the rights of women both in her own country and around the world.</i>

**Reflect on the Essential Question,** p. 74

Sample answer: Audience influences a writer's choices because to make arguments serve their purpose as effectively as possible, they must be in line with the beliefs, needs, backgrounds, and beliefs of the audience. Writers make rhetorical choices to address those aspects of their audience by using different modes of persuasion. A writer uses an emotional appeal to evoke feelings in the audience, a logical appeal to offer reasonable explanations backed up by solid information, and an ethical appeal to demonstrate the writer's credibility.

**Analyzing the Visual,** p. 74

Students may note the significant presence of diverse women at the table.

**Justice and Race** To reinforce a rhetor's attention to audience and engage in a conversation on justice and race, you may wish to use the activity on page 234 of this resource.

**PART 2 STRATEGIC AND SUFFICIENT EVIDENCE,** pp. 75–88**PART 2.1** Strategic Evidence, pp. 75–84 | CLE-1.F CLE-1.G

For a reproducible for the evidence analysis chart on page 81 in the student book, see page 254.

**2.1 Checkpoint,** pp. 81–83

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See page 32.	<b>CLE-1</b>	3.A	CLE-1.F: use evidence to illustrate, clarify, set a mood, exemplify, associate, or amplify a point	76–81
2	See page 33.	<b>CLE-1</b>	3.A	CLE-1.F: use evidence to illustrate, clarify, set a mood, exemplify, associate, or amplify a point	76–81
3	See page 33.	<b>CLE-1</b>	3.A	CLE-1.F: use evidence to illustrate, clarify, set a mood, exemplify, associate, or amplify a point	76–81
4	B	<b>CLE-1</b>	3.A	CLE-1.F: use evidence to illustrate, clarify, set a mood, exemplify, associate, or amplify a point	76–81
5	D	<b>CLE-1</b>	3.A	CLE-1.G: use evidence to strengthen validity and reasoning	76–81

Evaluating Writing					
1	See page 33.	CLE-1	4.A	CLE-1.F: use evidence to illustrate, clarify, set a mood, exemplify, associate, or amplify a point	76–81
2	B	CLE-1	4.A	CLE-1.G: use evidence to strengthen validity and reasoning	76–81

### Close Reading: Open Response Questions/Activities

1.

<p>Yousafzai's Claim:</p> <p><i>The terrible tragedies that happen daily, especially to women and children, are a byproduct of ignorance; therefore, the support of global leadership is essential in making such civil rights violations a thing of the past.</i></p>	
Evidence	Function of the Evidence (illustrate, clarify, set a mood, exemplify, associate, or amplify a point?)
<i>"I fully support UN Secretary General Ban Ki-moon in his Global Education First Initiative and the work of UN Special Envoy for Global Education Gordon Brown and the respectful president of the UN General Assembly Vuk Jeremic."</i>	<i>Yousafzai's presentation of her support for the UN's global education initiatives serves to amplify the beneficial nature of global education policy.</i>
<i>"Dear friends, on 9 October 2012, the Taliban shot me on the left side of my forehead. They shot my friends, too. They thought that the bullets would silence us, but they failed."</i>	<i>Yousafzai's presentation of the attempted assassination of her serves to illustrate the global hardships many women and children face when they seek to better themselves through education.</i>
<i>"This is the compassion I have learned from Mohammed, the prophet of mercy, Jesus Christ and Lord Buddha. This the legacy of change I have inherited from Martin Luther King, Nelson Mandela and Mohammed Ali Jinnah. . . . This is the philosophy of nonviolence that I have learned from Gandhi, Bacha Khan and Mother Teresa."</i>	<i>Yousafzai's presentation of important historical and religious figures serves to exemplify the power of compassion and nonviolent action.</i>
<i>"The wise saying, 'The pen is mightier than the sword.'"</i>	<i>Yousafzai's presentation of a common saying serves to associate her argument with a universal truth.</i>
<i>"Pakistan is a peace loving, democratic country. Pashtuns want education for their daughters and sons."</i>	<i>Yousafzai's presentation of the Pakistani people and government serves to clarify the peaceful nature of Islam and its followers.</i>

2. (See 2nd column on page 32.) Yousafzai's presentation of children's suffering serves to illustrate the injustices and challenges that young people face in many countries.

*For a reproducible for the evidence template on page 82 in the student book, see page 255.*

3. Yousafzai's examples of children's suffering:
- highlight the need for educational opportunities
  - appeal to her audience's sense of justice and sympathy
  - increase her credibility by including specific examples that support her argument

### Evaluating Writing: Open Response Questions/Activities

1. Claims:

1. "Many U.S. students—along with their other first world-counterparts—take for granted the educational opportunities that are presented to them as rights."
2. "In fact, they often either view going to school as a boring burden, or they just neglect to consider how less- fortunate areas and countries do not have similar requirements for their own populations."
3. "This will equip them with voices so that they too may be granted what is rightfully theirs: an opportunity to learn, which is an opportunity for hope."

Claim 1 is not supported with evidence.

Claim 2 is not directly supported with specific examples of U.S. students who consider education a burden. However, the information that pertains to Africa's educational status reveals that there are many young people who are less fortunate than students in the U.S.

Claim 3 is supported with the reference to global efforts that are opening new doors to destitute children.

Reputable sources that track educational initiatives—like the United Nations, National Geographic, nonprofit educational foundations, and governmental studies—provide currently factual evidence that lends credibility to the writer, helps justify the writer's argument, and relates to the rhetorical situation by appealing to an online audience that is interested in National Education and Sharing Day.

### Composing on Your Own, p. 88

*For a reproducible for the evidence gathering and analysis chart on page 84 in the student book, see page 256.*

Students should be sure to use substantial, high-quality evidence. The chart is meant to encourage students to use a variety of evidence and to think about how the evidence affects their audience, but students shouldn't be overly concerned with filling in every row. Although students may want to use emotional appeals, such as anecdotal and personal evidence, they should balance emotional appeals with statistical evidence and the quotes from subject-area experts. When students review their evidence, encourage them to refine and revise their examples.

### PART 2.2 Sufficient Evidence, pp. 84–88 | CLE-1.H

#### Analyzing the Visual, p. 85

Students may note that the person is likely a well-trained, well-educated scientist who knows how to take precautions when working with dangerous materials.

2.2. Checkpoint, pp. 87–88

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See below.	CLE-1	3.A	CLE-1.H: evidence; providing support	84–86
2	E	CLE-1	3.A	CLE-1.H: evidence; providing support	84–86
3	C	CLE-1	3.A	CLE-1.H: evidence; providing support	84–86
4	B	CLE-1	3.A	CLE-1.H: evidence; providing support	84–86
<b>Evaluating Writing</b>					
1	See below.	CLE-1	4.A	CLE-1.H: evidence; providing sufficient support	84–86
2	A	CLE-1	4.A	CLE-1.H: evidence; providing sufficient support	84–86

**Close Reading: Open Response Questions/Activities**

1. Yousafzai largely relies on personal and collective experiences to justify claims that are universal in nature. Due to the universal nature of her claims, she doesn't need highly specific evidence. She does, however, offer patterns of specific evidence when exposing tumultuous areas, and this quantifies the issues she's exposing. Alternating between common and specific evidence generates a consistently strong argument.

**Evaluating Writing: Open Response Questions/Activities**

1. Each sentence could be supported with evidence. The writer could give examples of varied state laws, and list ways students show that they take education for granted. Naming countries outside of Africa could reveal that issues involving global education are not limited to one continent. Including the source of the information found in sentences 5 and 6 would make the research seem more credible. Listing organizations and new opportunities that do exist would also strengthen the argument and move it from being conceptual to concrete.

**Composing on Your Own, p. 88**

Students should remember from Unit 1 that the rhetorical situation is the situation out of which writing emerges. In particular, students should focus on the purpose, context, and audience that they picked from the table on page 14 to use as the basis for their essay. In addition, students should be sure to work through their evidence and assess whether each example is from a reputable source and/or can be logically defended. If any evidence does not meet this criteria, students should consider revising or finding new evidence.

**Part 2 Apply What You Have Learned, p. 88**

Student essays should focus on Clinton's skillful use of ethical, emotional, and logical appeals to connect with her audience. At this point, students should also show how Clinton illustrates, clarifies, sets a mood, exemplifies, and amplifies her point. For instance, Clinton begins her speech largely with appeals to her audience's shared values and common purpose.

By repeating the phrase "we come together," Clinton uses parallelism to create an emotional link with her audience, while also showing that all people are part of a common family with common values. Following her emotional introduction, Clinton introduces ethical appeals that amplify her credibility. She highlights her "25 years" of "persistently" working for women's rights, and she also gives multiple examples of women around the world who are tirelessly working to better the lives of women. These illustrations not only bolster Clinton's credentials with her audience, but also give poignant examples of women's community-oriented work, such as building "new democracy," "taking out small loans," and promoting "literacy." As Clinton shows, these initiatives make families and communities stronger and more prosperous, which logically builds the argument that policies that help women and children help all people. Clinton concludes that "women's rights are human rights." In other words, any "violation" against women is a violation against the larger community.

**Reflect on the Essential Question, p. 88**

Strategically selected and sufficient evidence strengthens an argument by providing evidence in sufficient quantity and of sufficient quality to support the validity of your argument and your credibility and to help establish the appropriate mood.

**PART 3 IDENTIFYING A THESIS, pp. 89–95**

**PART 3.1 Thesis Statements, pp. 90–95 | CLE-1.I CLE-1.J**

**Analyzing the Visual, p. 91**

Possible answer: The text and graphic would each be threatening on its own, but together, they become even more ominous. The threat becomes one of a greater power that has control over nearly everything.

**Analyzing the Visual, p. 93**

Students may have different interpretations. Some might suggest that the photographer was reflecting Yousafzai's own experiences, coming into the light after having faced darkness.

**3.1 Checkpoint, pp. 93–94**

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See below.	CLE-1	3.B	CLE-1.I: thesis; overarching claim	90–92
2	D	CLE-1	3.B	CLE-1.I: thesis; overarching claim	90–92
3	E	CLE-1	3.B	CLE-1.J: types of thesis statements	90–92
<b>Evaluating Writing</b>					
1	See page 36.	CLE-1	4.B	CLE-1.I: thesis; overarching claim	90–92
2	D	CLE-1	4.B	CLE-1.I: thesis; overarching claim	90–92

**Close Reading: Open Response Questions/Activities**

1. The terrible tragedies that happen daily, especially to women and children, are a byproduct of ignorance. The support of global leadership is essential in making such civil rights violations a thing of the past.

**Evaluating Writing: Open Response Questions/Activities**

1. Thesis 1: *If we want to see worldwide reduction in poverty and exploitation, educational opportunities must be available to all the children, regardless of nationality. For a person who lacks education often lacks the fundamental tools to be successful in life.*

Thesis 2: *Children from the poorest areas in the world often lack educational opportunities. As many studies show, there is a clear correlation between education and income, and unless the world becomes serious about educating children, poverty will persist.*

**Composing on Your Own, p. 94**

Students should use what they have learned from their evidence to craft a thesis statement. Remind students to consider what conclusion they can draw from the evidence they collected. This conclusion can act as the foundation for their thesis statement. Once students have written their thesis statement and listed their evidence, they have all the ingredients to start writing the draft of their paragraph.

**Part 3 Apply What You Have Learned, p. 95**

Students should recognize that Clinton always balances emotional appeals with logical arguments and solid examples. One of Clinton's main points is that "when families flourish, communities and nations will flourish." Before making this claim, Clinton initially sets the stage by suggesting that the whole world is part of a larger family that shares common ideals: "we come together and talk about our aspirations and concerns, and time and again, our talk turns to our children and our families." Clinton then builds her thesis by showing how women often form the bedrock of families and communities. She gives multiple examples of women who support their families while also working for the benefit of the larger community: building democracy, creating "nurturing after-school centers," and promoting "literacy and better health care." Clinton also provides many examples of the inordinate abuses women suffer to their basic human rights, such as "being denied the right to go to school by their own father and brother" or "being barred from the ballot box and the bank lending office." Clinton suggests that if women are denied their basic rights, then families and communities cannot flourish. Her logical conclusion—"women's rights are human rights"—is also a clarified reiteration of her thesis. Her conclusion stresses the need for unity in creating a world "in which every woman is treated with respect and dignity, every boy and girl is loved and cared for equally, and every family has the hope of a strong and stable future."

**Revised Student Draft Passage from pages 56–57. Revisions appear in italics.**

(1) In every state in the United States, school attendance is compulsory, which makes the U.S. similar to many other first-world countries. (2) Different states are given the freedom to mandate different entrance ages; however, in most states, a child is to be enrolled in an approved educational program by the age of six, *though there are some states that extend the age to eight.* (3) Many U.S. students—along with their other first-world counterparts—take for granted the educational opportunities that are presented to them as rights, *because they live in areas where compulsory and free education is the norm.* (4) In fact, many often either view going to school as a boring burden, or they just neglect to consider how less-fortunate areas and countries do not have similar requirements for their own populations. (5) *In these less-fortunate areas, even if the legal educational requirements exist, they are often neglected and consequently leave many children behind.* (6) In all of the world, Africa has the "10 lowest-ranked countries" in relation to a child's ability to access educational services, *as exemplified "in the United Nations' Human Development Report Education Index."* (7) This number is highly influenced by the amount of "war, poverty, [and] gender inequality" that pervades areas like Niger, Chad, and Djibouti. (8) *However, all is not lost.* (9) Over the past two decades, *increased efforts by the United Nations (UNESCO and UNICEF), Education International, Save the Children, and other international organizations* have been working to open new doors for the children in these destitute areas. (10) This will equip them with voices so that they too may be granted what is rightfully theirs: an opportunity to learn, which is an opportunity for hope.

**UNIT 2 REVIEW**

**Section I: Multiple Choice, pp. 96–103**

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Reading</b>					
1	E	RHS-1	1.B	RHS-1.F: audience values, beliefs, needs, and background	59–61
2	A	CLE-1	3.A	CLE-1.H: evidence; providing sufficient support	84–87
3	C	RHS-1	1.B	RHS-1.G: purpose; audience emotions and values	59–61
4	E	CLE-1	3.B	CLE-1.I: thesis; overarching claim	90–93
5	C	CLE-1	3.A	CLE-1.C, F, G: types of evidence	25–28, 76–86
6	A	RHS-1	1.A	RHS-1.J: types of conclusions	198–201
7	E	STL-1	7.A	STL-1-B: perspective	279–280
8	D	STL-1	7.A	STL-1-B: perspective	279–280
9	B	STL-1	7.A	STL-1.R: irony	510–512
<b>Writing</b>					
10	A	CLE-1	4.B	CLE-1.I: thesis; overarching claim	90–92
11	E	CLE-1	4.A	CLE-1.G: use evidence to strengthen validity and reasoning	79–81
12	A	CLE-1	4.A	CLE-1.F: use evidence to illustrate, clarify, set a mood, exemplify, associate, or amplify a point	77–79
13	C	CLE-1	4.A	CLE-1.G: use evidence to strengthen validity and reasoning	79–81



Section II: Free Response, p. 110

**Rhetorical Analysis Rubric: “Replay in Sports Isn’t the Problem—Judgment Is”**

The following rubric has been modified to suit the requirements for the somewhat simplified rhetorical analysis prompt in *Join the Conversation* on pages 104–105. You may wish to exclude Row C until later units, making the prompt worth a total of five rather than six points. See page 77 for the version of the rubric used to score the rhetorical analysis prompt on the AP® exam.

Row A: Thesis (0-1 points), Scoring Criteria [1.A, 4.B]	
<p><b>0 points</b></p> <p>For any of the following:</p> <ul style="list-style-type: none"> <li>There is no defensible claim.</li> <li>The intended claim only restates the prompt.</li> <li>The intended claim provides a summary of the issue with no apparent or coherent position.</li> <li>There is a claim, but it does not respond to the prompt.</li> </ul>	<p><b>1 point</b></p> <p>Responds to the prompt with a claim that presents a defensible position.</p>
Decision Rules and Scoring Notes	
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Only restate the prompt.</li> <li>Fail to address the rhetorical choices the writer of the passage makes.</li> <li>Describe or repeat the passage rather than making a claim that requires a defense.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Respond to the prompt rather than restate or rephrase the prompt and clearly articulate a defensible claim about the rhetorical choices Gaspar makes to convey his message.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Restate the prompt</b></p> <ul style="list-style-type: none"> <li>“Gaspar’s rhetorical choices show that video replay can be misused.”</li> <li>“Gaspar uses evidence to show that video replay does not serve its intended purpose.”</li> </ul> <p><b>Make a claim, but do not address the writer’s rhetorical choices</b></p> <ul style="list-style-type: none"> <li>“Gaspar’s article shows that video replay often undermines the integrity of sports.”</li> </ul> <p><b>Repeat provided information from the passage</b></p> <ul style="list-style-type: none"> <li>“In paragraphs 3-5, Gaspar shows that both officials in baseball and the NHL misuse video replay.”</li> </ul>	<p><b>Example that earn this point:</b></p> <p><b>Presents a defensible position that responds to the prompt</b></p> <ul style="list-style-type: none"> <li>“Gaspar uses an informal tone to connect with his audience of sports fans, combining professional insights, informal anecdotes, and examples from specific games to show how the use of replay video has frustrated sports fans, undermined the integrity of human judgement, and negatively affected how players approach sports.”</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The claim may be more than one sentence, provided the sentences are in close proximity.</li> <li>The claim may be anywhere within the response.</li> <li>For a claim to be defensible, the passage must include at least minimal evidence that <i>could</i> be used to support that claim; however, the student need not cite that evidence to earn the claim point.</li> <li>A claim that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.</li> </ul>	

**Row B: Evidence AND Commentary (0-4 points), Scoring Criteria [1.A, 2.A, 4.A, 6.A-6.C]**

<p><b>0 points</b></p> <p>Simply restates claim (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p><b>1 point</b></p> <p><b>EVIDENCE:</b></p> <p>Provides evidence that is mostly general.</p> <p><b>AND COMMENTARY:</b></p> <p>Summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p><b>2 points</b></p> <p><b>EVIDENCE:</b></p> <p>Provides some specific relevant evidence.</p> <p><b>AND COMMENTARY:</b></p> <p>Explains how some of the evidence relates to the student’s argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p><b>3 points</b></p> <p><b>EVIDENCE:</b></p> <p>Provides specific evidence to support all claims in a line of reasoning.</p> <p><b>AND COMMENTARY:</b></p> <p>Explains how some of the evidence supports a line of reasoning.</p> <p><b>AND</b></p> <p>Explains how at least one rhetorical choice in the passage contributes to the writer’s argument, purpose, or message.</p>	<p><b>4 points</b></p> <p><b>EVIDENCE:</b></p> <p>Provides specific evidence to support all claims in a line of reasoning.</p> <p><b>AND COMMENTARY:</b></p> <p>Consistently explains how the evidence supports a line of reasoning.</p> <p><b>AND</b></p> <p>Explains how several rhetorical choices in the passage contribute to the writer’s argument, purpose, or message.</p>
Decision Rules and Scoring Notes   Typical responses that earn . . .				
<p><b>0 points:</b></p> <ul style="list-style-type: none"> <li>Are incoherent or do not address the prompt.</li> <li>May be just opinion with no textual references or references that are irrelevant.</li> </ul>	<p><b>1 point:</b></p> <ul style="list-style-type: none"> <li>Tend to focus on summary or description of a passage rather than specific details or techniques.</li> <li>Mention rhetorical choices with little or no explanation.</li> </ul>	<p><b>2 points:</b></p> <ul style="list-style-type: none"> <li>Consist of a mix of specific evidence and broad generalities.</li> <li>May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument.</li> <li>May make one point well, but either do not make multiple supporting claims or do not adequately support more than one claim.</li> <li>Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established.</li> </ul>	<p><b>3 points:</b></p> <ul style="list-style-type: none"> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific words and details from the passage to build an argument.</li> <li>Organize an argument as a line of reasoning composed of multiple supporting claims.</li> <li>Commentary may fail to integrate some evidence or fail to support a key claim.</li> </ul>	<p><b>4 points:</b></p> <ul style="list-style-type: none"> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific words and details from the passage to build an argument.</li> <li>Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.</li> <li>Explain how the writer’s use of rhetorical choices contributes to the student’s interpretation of the passage.</li> </ul>

**Additional Notes:** Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. To earn the fourth point in this row, the response may observe multiple instances of the same rhetorical choice if each instance further contributes to the argument, purpose, or message of the passage.

Row C: Sophistication (0-1 points), Scoring Criteria [2.A, 4.C, 6.B, 8.A, 8.B, 8.C]	
<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.
Decision Rules and Scoring Notes	
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Attempt to contextualize the text, but such attempts consist predominantly of sweeping generalizations (“The world of sports usually believes...” OR “Since people began playing sports...”).</li> <li>Only hint at or suggest other arguments (“Most people who play or watch sports may disagree...” OR “While most sports fans believe...”).</li> <li>Examine individual rhetorical choices but do not examine the relationships among different choices throughout the text.</li> <li>Oversimplify complexities in the text.</li> <li>Use complicated or complex sentences or language that is ineffective because it does not enhance the analysis.</li> </ul>	<p><b>Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:</b></p> <ol style="list-style-type: none"> <li>Explaining the significance or relevance of the writer’s rhetorical choices (given the rhetorical situation).</li> <li>Explaining a purpose or function of the passage’s complexities or tensions.</li> <li>Employing a style that is consistently vivid and persuasive.</li> </ol>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>This point should be awarded only if the sophistication of thought or complex understanding is part of the student’s argument, not merely a phrase or reference.</li> </ul>	

**Argument Essay Rubric: “Time on Learning”**

Row B in the following rubric has been slightly modified to suit the requirements for the somewhat simplified argument prompt in Join the Conversation on pages 107–109. See page 80 for the rubric as applied to the argument prompt on the AP® exam.

Row A: Thesis (0-1 points), Scoring Criteria [4.B]	
<b>0 points</b> For any of the following: <ul style="list-style-type: none"> <li>There is no defensible thesis.</li> <li>The intended thesis only restates the prompt.</li> <li>The intended thesis provides a summary of the issue with no apparent or coherent claim.</li> <li>There is a thesis, but it does not respond to the prompt.</li> </ul>	<b>1 point</b> Responds to the prompt with a thesis that presents a defensible position.
Decision Rules and Scoring Notes	
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Only restate the prompt.</li> <li>Do not take a position, or the position is vague or must be inferred.</li> <li>State an obvious fact rather than making a claim that requires a defense.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Respond to the prompt rather than restate or rephrase the prompt. Clearly take a position on the value of increasing time on learning rather than just stating there are pros/cons.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Do not take a position</b></p> <ul style="list-style-type: none"> <li>“Some school districts are increasing school days or schools years, which means students will spend increased time in school. More school equals more time in class.”</li> </ul> <p><b>Address the topic of the prompt but are not defensible—it is an obvious fact stated as a claim</b></p> <ul style="list-style-type: none"> <li>“Many students dislike spending more time in school, because it means more work and less free time.”</li> </ul>	<p><b>Examples that earn this point:</b></p> <p><b>Present a defensible position that responds to the prompt</b></p> <ul style="list-style-type: none"> <li>“Over the years, different educational trends have promoted various styles of learning and methods of engaging students, but one approach to learning most often shows consistent results: putting in more study time. Simply put, the more time students are in class, the more they succeed educationally.”</li> <li>“To stop downward educational trends, some schools have prolonged the school day or school year. While educators have focused on how this helps some students achieve greater academic success, they have ignored the many students this trend has hurt. In particular, many students attend organized activities outside of school that have clear educational benefits; increasing class time gets in the way of these activities. Perhaps more important, increased school time reduces students’ time with their families. And as many educators point out, quality family time—time spent one-on-one with parents, siblings, and mentors—constitutes a key area of high-quality learning.”</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The thesis may be more than one sentence, provided the sentences are in close proximity.</li> <li>The thesis may be anywhere within the response.</li> <li>The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn’t do so to earn the thesis point.</li> <li>A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.</li> </ul>	

**Row B: Evidence AND Commentary (0-4 points), Scoring Criteria [2.A, 4.A, 6.A, 6.B, 6.C]**

<b>0 points</b> Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	<b>1 point</b> <b>EVIDENCE:</b> Provides evidence that is mostly general. <b>AND COMMENTARY:</b> Summarizes the evidence but does not explain how the evidence supports the argument.	<b>2 points</b> <b>EVIDENCE:</b> Provides some specific relevant evidence. <b>AND COMMENTARY:</b> Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.	<b>3 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning. <b>AND COMMENTARY:</b> Explains how some of the evidence supports a line of reasoning.	<b>4 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning. <b>AND COMMENTARY:</b> Consistently explains how the evidence supports a line of reasoning.
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**Decision Rules and Scoring Notes | Typical responses that earn ...**

<b>0 points:</b> <ul style="list-style-type: none"> <li>Are incoherent or do not address the prompt.</li> <li>May be just opinion with no evidence or evidence that is irrelevant.</li> </ul>	<b>1 point:</b> <ul style="list-style-type: none"> <li>Tend to focus on summary of evidence rather than specific details</li> </ul>	<b>2 points:</b> <ul style="list-style-type: none"> <li>Consist of a mix of specific evidence and broad generalities</li> <li>May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument</li> <li>May make one point well, but either do not make multiple supporting claims or do not adequately support more than one claim</li> <li>Do not explain the connections or progression between the student's claims so a line of reasoning is not clearly established.</li> </ul>	<b>3 points:</b> <ul style="list-style-type: none"> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific details to build an argument.</li> <li>Organize an argument as a line of reasoning composed of several supporting claims.</li> <li>Commentary may fail to integrate some evidence or fail to support a key claim.</li> </ul>	<b>4 points:</b> <ul style="list-style-type: none"> <li>Focus on the importance of specific details to build an argument.</li> <li>Organize and support an argument as a line of reasoning composed of at least two supporting claims, each with adequate evidence that is clearly explained.</li> </ul>
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**Additional Notes:**

- Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.

**Row C: Sophistication (0-1 points), Scoring Criteria [2.A, 4.C, 6.B, 8.A, 8.B, 8.C]**

<b>0 points</b> Does not meet the criteria for one point	<b>1 point</b> Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.
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**Decision Rules and Scoring Notes**

<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Attempt to contextualize their argument, but such attempts consist predominantly of sweeping generalizations (<i>"Let's face it: sometimes even the best students need help in school . . ." OR "There always have been educational reformers who attempt to motivate students to learn . . ."</i>).</li> <li>Only hint at or suggest other argument (<i>"I once heard a teacher say . . ." OR "While some students may argue that . . ."</i>).</li> <li>Use complicated or complex sentences or language that are ineffective because they do not enhance the argument.</li> </ul>	<b>Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:</b> <ol style="list-style-type: none"> <li>Crafting a nuanced argument by consistently identifying and exploring complexities or tensions.</li> <li>Articulating the implications or limitations of an argument (either the student's argument or an argument related to the prompt) by situating it within a broader context.</li> <li>Making effective rhetorical choices that consistently strengthen the force and impact of the student's argument.</li> <li>Employing a style that is consistently vivid and persuasive.</li> </ol>
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**Additional Notes:**

- This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference.