

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

<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.</p>
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**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 their argument, but such attempts consist predominantly of sweeping generalizations (“Let’s face it: everyone likes using computers and smart phone . . .” OR “There always have been people who dislike technology, but they need to learn to accept new things . . .”).</li> <li>▪ Only hint at or suggest other argument (“I once heard a computer salesperson say . . .” OR “While some computer-users may argue that . . .”).</li> <li>▪ Use complicated or complex sentences or language that are ineffective because they do not enhance the argument.</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>1. Crafting a nuanced argument by consistently identifying and exploring complexities or tensions.</li> <li>2. Articulating the implications or limitations of an argument (either the student’s argument or an argument related to the prompt) by acknowledging counterarguments.</li> <li>3. Making effective rhetorical choices that consistently strengthen the force and impact of the student’s argument.</li> <li>4. 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.

**UNIT 4:**

**Structuring and Organizing Arguments, p. 185–238**

**UNIT 4 OVERVIEW, pp. 186–190**

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

**Analyzing the Visual, p. 186**

Students may suggest that it could represent someone stuck on a problem, not able to get the pieces to fit together

**Composing on Your Own, p. 189**

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.*

**What Do You Know? p. 190**

*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, p. 190**

1. The first two paragraphs establish the context of the problems surrounding data collection about homelessness. In the concluding paragraph, the writer offers possible solutions to the problem.
2. 1) Mainstream agencies that interact with the homeless should do a better job of keeping statistics about them.  
2) A “common vocabulary,” including a standard definition of homelessness, would help make the data about the homeless more accurate and useful in developing policies.

**Evaluating Writing, p. 190**

1. The writer challenges the common assumption that homeless people “want to be homeless,” which sets up a line of reasoning that the writer supports with details and evidence. In particular, the writer provides specific examples showing that homelessness is not, in fact, a choice.
2. The author provides specific examples of the reasons people become homeless. The reasons show that people do not chose to be homeless but are forced into homelessness by factors beyond their control.
3. The author could expand the argument by suggesting specific ways of educating the public about the issues surrounding homelessness. In addition, the author brings up “possible solutions for homeless” but never offers specific recommendations; providing some examples of solutions would help the reader understand how the homeless can be empowered to make better choices.

For a revised version of this student draft, see page 73.

**PART 1** INTRODUCTIONS AND CONCLUSIONS, pp. 191–204

**PART 1.1** Introductions, pp. 192–197 | RHS-1.I

For a reproducible on addressing the rhetorical situation in an introduction on pages 193 and 84 in the student book, see page 264.

**1.1 Checkpoint**, pp. 195–197

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See below.	<b>RHS-1</b>	1.A	RHS-1.I: introductions	192–195
2	C	<b>RHS-1</b>	1.A	RHS-1.I: introductions	192–195
3	E	<b>RHS-1</b>	1.A	RHS-1.I: introductions	192–195
<b>Evaluating Writing</b>					
1	See page 65.	<b>RHS-1</b>	2.A	RHS-1.I: introductions	192–195
2	A	<b>RHS-1</b>	2.A	RHS-1.I: introductions	192–195

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

1.

Ways to Orient, Focus, and Engage an Audience	
What You Can Convey	Examples
Interesting example	“For example, one shortcoming of HUD’s point-in-time count is that it relies on volunteer enumerators who may lack experience with the population, but training and utilizing professionals would be very costly.”
Quotation	N/A
Intriguing statement	“However, while the data currently being collected and reported can provide some useful information on those experiencing homelessness, because of difficulties in counting this transient population and changes in methodologies over time, they are not adequate for fully understanding the extent and nature of homelessness”
Anecdote	N/A
Questions	N/A
Statistics or data	[Not specific data but cites a deficiency in data] “In addition, the data do not track family composition well or contribute to an understanding of how family formation and dissolution relate to homelessness.”
Contextualized information	“While these data systems have improved, it still is difficult for agencies to use them to understand the full extent and nature of homelessness, and addressing their shortcomings could be costly.”
Scenario	N/A

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

1. The student is writing for a local newspaper, so including statistics, data, or contextualized information that focuses on local issues related to homelessness would help engage readers from the community; for example: *Many people seem to think that homelessness is an issue only in large urban centers, but according to local sources, the homeless population in our own town has increased by nearly 20% over the past four years.*

In addition, the student might include an interesting example, such as an anecdote, to help connect with the reader; for instance: *Ever since I began volunteering at the Lakeshore Shelter for Families, I’ve come to realize that homelessness isn’t just a set of unpleasant statistics; homelessness is about real people who have their own lives, their own aspirations, and their own stories to tell.*

**Composing on Your Own**, p. 197

Students should list three brief introductions that attempt to engage the reader. At this point, it’s unlikely that students will be able to cite specific statistical evidence or data, so encourage students to use their own knowledge and viewpoints as a starting point to further explore the subject of homelessness. Before beginning their introductions, students should consider the rhetorical situation, including the context, audience, and purpose of their writing. Remind students that these three factors will influence the examples and evidence they use in their introductions. Be sensitive to the fact that some students may have personally experienced homelessness or may have had family and friends who have dealt with homelessness.

**PART 1.2** Conclusions, pp. 198–202 | RHS-1.J

**1.2 Checkpoint**, pp. 201–202

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See page 66.	<b>RHS-1</b>	1.A	RHS-1.J: conclusions	198–200
2	A	<b>RHS-1</b>	1.A	RHS-1.J: conclusions	198–200
<b>Evaluating Writing</b>					
1	See page 67.	<b>RHS-1</b>	2.A	RHS-1.J: conclusions	198–200
2	E	<b>RHS-1</b>	2.A	RHS-1.J: conclusions	198–200



Close Reading: Open Response Questions/Activities

1.

Effective Conclusions . . .	Anchor Text's Conclusion...
Explain the significance of the argument within a broader context	The essay is strictly focused on the importance of obtaining reliable evidence to determine the extent and nature of homelessness, so agencies can effectively help the homeless population. The author wants to remain focused on this specific issue, therefore, the author does not want to expand the argument into a broader context.
Make connections to something beyond the essay	The essay is strictly focused on the importance of obtaining reliable evidence to determine the extent and nature of homelessness. Making connections to something else would dilute the author's point.
Call the audience to act	The conclusion highlights the importance of creating "a common vocabulary" to address homelessness. The main audience is most likely government agencies who deal with homelessness, so the proposed solution is a call to action.
Suggest a change in behavior or attitude	The author is not discussing individual homeless people; instead, the author is focused on the larger issue of how accurate, reliable data collection can help the government create effective programs to target the homeless population. Therefore, while the article suggests specific changes in the methods of data collection, it does not suggest changes in behavior or attitude.
Propose a solution	The end of the essay primarily focuses on proposing a solution through "a common vocabulary" that federal agencies can use to create "consistent data that agencies or researchers could compile to better understand the nature of homelessness" in order to "target services to those who are most in need."
Leave the audience with a compelling image	This essay is not focused on anecdotal or narrative evidence, but is largely statistical in nature, so a final image would not be appropriate.
Explain implications	There is no need to explain implications. While the essay does imply that homelessness is a serious issue that needs to be addressed, it assumes that the audience will agree with this implication. The essay mostly focuses on the importance of creating concrete, actionable solutions to a complex problem.
Summarize the argument	The conclusion of the anchor text does not summarize all the key points in the article, because the author focuses on developing an action step—"a common vocabulary"—that federal agencies that use to more effectively deal with the issue of homelessness.
Connect to the introduction	In the conclusion, the author repeats key ideas concerning the necessity of gathering consistent, reliable, actionable information about homelessness, and ties the initial thesis to the idea of creating "a common vocabulary" to make data-sharing about homelessness more effective and consistent.

Suggested summary: The author of the article is concerned that the data surrounding homelessness is inconsistent and unreliable, and as a result, agencies cannot effectively develop programs to help homeless people. In the conclusion, the article suggests fixing the data-collection issues by creating a common vocabulary related to homelessness, so all federal agencies can work from a consistent set of terms and standard benchmarks. Once this vocabulary is in place, federal agencies can more easily communicate and compare data, and use this data develop effective programs for reaching homeless people.

Students will likely find this conclusion convincing from a technical standpoint. But some students may prefer more specific examples of the "vocabulary" that is generally addressed in the article.

Evaluating Writing: Open Response Questions/Activities

- The student is writing for a local audience, so including solutions that would address local issues of homelessness would help unify the writer's ideas. In particular, the author mentions the need to "educate the public on the causes and possible solutions for homelessness," but the author does not propose any "possible solutions." Proposing ways people can help empower the homeless to make positive choices would help strengthen the writer's claim; for instance, the writer might suggest that people could help homeless children by volunteering for programs aimed at mentoring at-risk youth.

Composing on Your Own, p. 202

Students should write three conclusions based on their introductions. Be aware that students have not yet written the body of their drafts, so their conclusion will be relatively general. At this point, students are practicing different techniques of finalizing an argument to help them recognize how these techniques help connect with the introduction of the piece. Encourage students to consider the rhetorical situation; students should recognize that the rhetorical situation will help frame the type of conclusion they draft.

Part 1 Apply What You Have Learned, p. 202

Encourage students to include terms from the tables about introductions (Table 4-2) and conclusions (Table 4-4). Terms cited from the tables are placed in quotes in the following suggested answer:

Lepore is writing for a general audience, many of whom may not be familiar with the particulars of the original moon landing. Therefore, Lepore's introductory paragraphs provide context capturing the sense of wonder and excitement people felt when the first man walked on the moon. She also engages her audience with an "intriguing statement," revealing that, fifty years after the first moonwalk, Armstrong's boot prints are still clearly visible on the moon. Lepore clearly lays out her thesis by providing three key "questions" that her essay will cover: *But what really lasts from that moment? What was the mission for? And what did it leave behind, here on Earth?* Lepore's main purpose will entail developing a line of reasoning that answers, or at least discusses, the answers to these three questions.

In her conclusion, Lepore reiterates the same words she quoted from Armstrong in her introduction: *One small step for man, one giant leap for mankind.* Lepore "connects to her introduction" by providing some key insights into her three key questions. In particular, she suggests that the accomplishments of space travel are more spiritual in nature than technological. Rather than focus on the advances in technology that made the moon landing possible, Lepore wants her audience to see that space travel helps humans put our worldview into perspective: when viewing the whole earth from space, we realize that all peoples are connected because we inhabit the same planet. In her introduction, Lepore alludes to the

destructive global warming that has occurred since the first moon landing, and she revisits this theme again in her conclusion, offering a “call for the audience to act.” By suggesting that space travel allows us to see the whole earth as a single unit, Lepore emphasizes that all people will need to work together to confront climate change, because it is a global issue that requires cooperation, not technology, to fix. Lepore’s final statement both leaves “the audience with a compelling image” and “proposes a solution”: *Saving the planet requires not racing to the moon again, or to Mars, but to the White House and up the steps of the Capitol, putting one foot in front of the other.*

**PART 2** THESIS AND STRUCTURE, pp. 205–213

**PART 2.1** Thesis Statement and Line of Reasoning, pp. 205–212 | CLE-1.O

**Analyzing the Visual**, p. 209

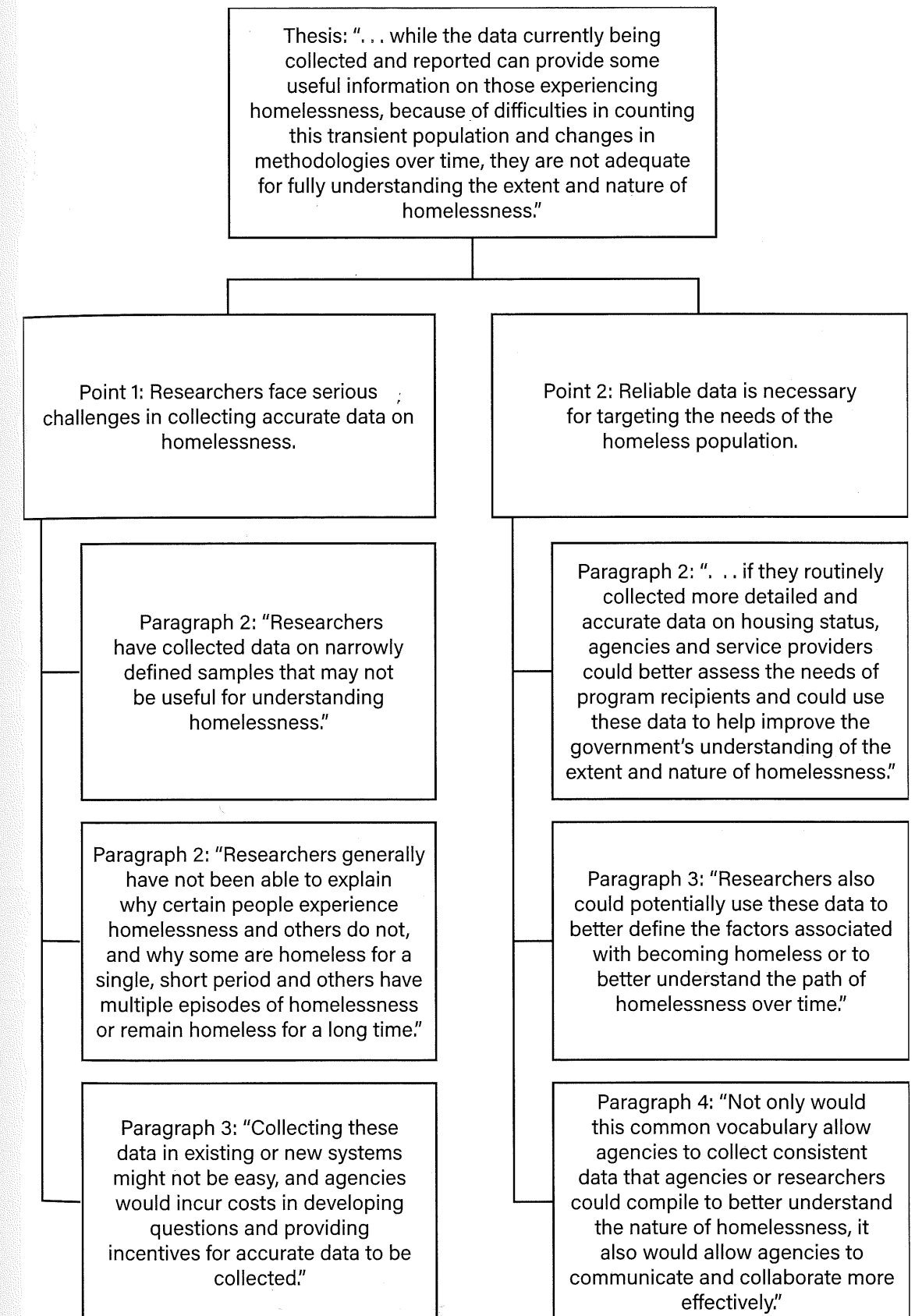
The details in the photo might imply the active cooperation of government officials and the Islamic community. President Bush’s position in the middle of the photo might imply that he has leadership role to play in this effort. Bush’s hands pointing upward with the columns of The Islamic Center of Washington, D.C., in the background may suggest an appeal to a higher moral authority.

**2.1 Checkpoint**, pp. 211–212

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See page 69.	CLE-1	3.B	CLE-1.O: thesis statement and line of reasoning	206–211
2	D	CLE-1	3.B	CLE-1.O: line of reasoning	206–211
3	B	CLE-1	3.B	CLE-1.O: line of reasoning	206–211
<b>Evaluating Writing</b>					
1	See page 70.	CLE-1	4.B	CLE-1.O: line of reasoning	206–211
2	D	CLE-1	4.B	CLE-1.O: line of reasoning	206–211

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

1. Answers appear in the following graphic:





### Evaluating Writing: Open Response Questions/Activities

In paragraphs 1 and 2, the author claims that homelessness is not a voluntary choice but is the result of hardships beyond people's control. The author supports this thesis with examples (in paragraphs 3 and 4) of factors that contribute to homelessness. Furthermore, the author shows that these factors are the result of difficult circumstances—such as abuse and low-wage jobs—that are not the result of individual choice. The author concludes by stating that if the public is better educated about the underlying causes of homelessness, then people will have a more sympathetic understanding of the factors that contribute to homelessness and will not simplistically view it as a conscious choice.

### Composing on Your Own, p. 212

Remind students that the prewriting and brainstorming process allows them to list various ideas that they might use, but at this point in the process, students should not be overly concerned with defining a final, cohesive structure. As they develop their ideas, students should remember to keep the elements of the rhetorical situation in mind. Once students are finished brainstorming, they should look for patterns or key ideas in their writing. Encourage students to find a consistent line of thought that they can develop into a larger essay. Finally, students should try distilling their ideas into a thesis statement that suggests a line of reasoning.

### Part 2 Apply What You Have Learned, p. 212

1. Yes, the writer has introduced a clear thesis: *[the] discipline, camaraderie, and exhilaration of participating in running events to help[s] people regain control over their lives, especially those battling addiction.* The writer can develop an essay that uses examples and evidence to show how running encourages healthy, responsible behavior and helps empower some homeless people to regain control of their lives.
2. This introduction includes intriguing questions that could provide content for a thesis, although in its current form, it does not provide a clear thesis statement. The author questions the audience's personal responses to homelessness in order to suggest that we are all responsible, as citizens, for taking care of each other. The author would need to follow up the questions with a claim that distills the questions into a thesis statement; for instance: *There are many ways to respond to homelessness, but ignoring homelessness simply perpetuates the issue, while increasing evidence shows that certain forms of assistance are much more effective at offering hope and humanity to homeless people.*
3. This introduction offers a clear thesis statement: *a complete house for about \$10,000 start to finish that can be made available through a variety of funding options to people who would otherwise be homeless.* The author would need to follow up with details and examples to prove that the 'tiny houses' have provided homeless people with affordable housing. In addition, the writer would likely want to provide background information about the 'tiny house' movement and the specific issues this movement trying to solve.

### PART 3 COMPARISON-CONTRAST, DESCRIPTION, AND DEFINITION, pp. 214–223

For a reproducible of a text frame for connecting evidence and commentary with methods of development (pages 216, 219, and 220 in the student book), see page 265.

### PART 3.1 Methods of Development: Comparison-Contrast, pp. 215–218 | REO-1.G REO-1.K

#### 3.1 Checkpoint, pp. 217–218

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See below.	REO-1	5.C	RHS-1.K: compare-contrast	215–216
2	A	REO-1	5.C	RHS-1.K: compare-contrast	215–216
<b>Evaluating Writing</b>					
1	See below.	REO-1	6.C	RHS-1.K: compare-contrast	215–216
2	A	REO-1	6.C	RHS-1.K: compare-contrast	215–216

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

1. The author compares how necessary data is collected by agencies, the federal government, and state governments, but the author contrasts this necessity by stating that such data collection will result in increased costs and may be burdensome based on "resource constraints and data reliability."

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

1. The writer could include statistics showing the average number of children who are dependent on a homeless mother, which would show that caring for children adds an additional concern that other homeless people do not share.

### Composing on Your Own, p. 218

Remind students that their thesis may be a single, concise statement that they will defend with a logical series of supporting details, or their thesis may introduce a general yet compelling idea that will be clarified and further developed over the essay as a whole. Either way, a clear line of reasoning should be apparent in the thesis. Students should avoid statements of opinion and restating generally accepted ideas—neither makes a compelling thesis. Point out that sometimes authors pointedly compare and contrast evidence; however, in many arguments, there may be only subtle similarities and differences between the examples that an author uses. Finally, students should make sure their line of reasoning is appropriate for the rhetorical situation.

3.2 Checkpoint, pp. 221–222

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Close Reading</b>					
1	See below.	REO-1	5.C	RHS-1.L: description	218–221
2	E	REO-1	5.C	RHS-1.L: description	218–221
3	A	REO-1	5.C	RHS-1.L: description	218–221
<b>Evaluating Writing</b>					
1	See below.	REO-1	6.C	RHS-1.L: description	218–221
2	D	REO-1	6.C	RHS-1.L: description	218–221

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

- The author describes multiple examples of data with “serious shortcomings and methodologies that change over time” in order to support his claim that data related to homelessness is insufficient and inconsistent. In addition, the author defines the phrase “common vocabulary” as the “terminology for these data.” He further clarifies this definition using the following descriptive example to reveal a benefit of using a common vocabulary: “For example, agencies might want to avoid using the term homelessness itself because of its multiple meanings or the stigma attached to it. Instead, they might want to list a set of housing situations explicitly.”

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

- The writer could offer a **definition** of minimum wage by listing the actual hourly wage that the federal government mandates and how specific cities have mandated increases in the minimum wage to help low-wage workers: *Although the federally mandated minimum wage of \$7.25 per hour has not changed in decades, many states and municipalities, such as Seattle and New York, have significantly increased their minimum wages—as high as \$15.00 per hour—and seen correlating reductions in poverty associated with low-wage jobs.* In addition, the author could give a vivid **description** of the many challenges a homeless mother often encounters during a typical day: *For the homeless mother, each day often involves tackling a number of daunting challenges—such as where to find reliable food and shelter for her family—that many people take for granted.*

**Composing On Your Own, p. 222**

- Encourage students to use the checklist to help them refine their line of reasoning. At this point, students should use their thesis to develop a full essay that supports their main claim with well-reasoned commentary and clear examples, evidence, and details. Remind students that they do not need to include every technique in the “Checklist for Composing,” but the list should help them focus their writing. When writing, students should keep their rhetorical situation in mind, making sure their draft addresses context, audience, and purpose.

**Part 3 Apply What You Have Learned, p. 223**

Student answers should identify how the author uses the introduction of the essay to engage the audience. When describing the introduction, students may use specific terms from Table 4-2, or they may use their own words. Answers should explain how the introduction sets up a line of reasoning to be supported in the larger essay. If possible, students should cite a specific thesis statement that summarizes the author’s main argument or claim, such as the following from the GAO report: *the data currently being collected and reported can provide some useful information on those experiencing homelessness, [but] because of difficulties in counting this transient population and changes in methodologies over time, they are not adequate for fully understanding the extent and nature of homelessness.* This introduction clearly posits a thesis—a problematic lack of reliable data regarding homelessness—that the essay will support by providing examples and evidence while also offering a solution to the problem.

After citing techniques used in the introduction, students should provide brief examples of the specific evidence and commentary that the author uses to support his or her thesis. In particular, students should cite examples of “compare-contrast,” “definition,” and “description.” Finally, students should cite the techniques the author uses in his or her conclusion. Students may use specific terms from Table 4-5, or they may use their own words. Remind students to focus on how the conclusion links to the introduction, and whether the conclusion offers a solution (as the GAO article does) or provides additional ideas to consider.

**Reflect on the Essential Questions, p. 223**

Different methods of development are available to writers to advance their arguments. For example, they can use comparison-contrast to show similarities and differences between their subject and another, possibly better known, subject to aid readers’ understanding. They can use description to engage readers by appealing to the five basic senses, thereby making readers more involved in the argument. They can use definition to make sure that the readers understand the subject as the writer understands it. As a reader, I can see those different methods of developments by analyzing the line of reasoning.

**Justice and Race** To reinforce definition as a method of development and engage in a conversation about justice and race, you may wish to use the activity on page 236.

**Revised Draft of Student Text from pages 189–190. Revisions appear in italics.**

- Though the number of homeless Americans has declined slightly over the last decade, the National Alliance to End Homelessness still reports that more than half-a-million Americans remain homeless. *With this many homeless, many people easily make assumptions about the causes of homelessness: drug/alcohol abuse, mental illness, ignorance, laziness, or even choice.*
- People must be careful not to jump to such hasty conclusions.* (3) When asked what the most common misconception is about people experiencing homelessness, Mental Health Center of Denver, Colorado supportive housing provider Takisha Keesee knew her answer right away: “That they want to be homeless.”
- Sadly, most people disregard homelessness as a choice made by the homeless person. *People must be careful not to jump to such hasty conclusions.* (5) As with most assumptions, looking more closely at details related to homelessness reveals that there are more complicated and complex causes to these problems than most people expect and that many homeless are not, in fact, choosing to be homeless.



(6) According to the National Center on Family Homelessness, among industrialized nations, there are more homeless women and children in the United States than any other country in the world. (7) Rarely is it the case that these women are choosing to be homeless while caring for their children. (8) In fact, many of these women report that leaving their homes was actually a way of caring for their children. (9) These mothers have been forced from their homes as a way to protect themselves and their children from abusive partners. *They may have been forced to choose between paying rent or utilities and buying food.* (10) In these ways, leaving the home was not really a “choice,” as the mothers really had no other option.

*It is not just abused or hungry mothers and children being forced into these situations.*

(11) In some cities, even those with jobs are forced into situations of homelessness.

(12) A 2019 study conducted by the National Low Income Housing Coalition, showed that an individual making minimum wage in an average city like Cincinnati, Ohio would need to work 78 hours per week to afford a two-bedroom rental home. (13) That’s eleven hours a day, every day, which probably means two jobs. (14) Just a quick look at these numbers makes clear the effect that high housing prices can have and the significant stress placed on low-wage workers to keep a roof over their head – homelessness is literally one paycheck away.

(15) Until more is done to educate the public on the causes and possible solutions for homelessness, people will continue to denigrate homeless people as irresponsible and poor decision makers who are choosing to live how they live. *It is not a choice to be homeless, though being homeless may be the result of difficult choices in difficult situations.*

## UNIT 4 REVIEW

### Section I: Multiple Choice, pp. 224–231

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Reading</b>					
1	E	REO-1	5.C	REO-1.G: methods of development	215–217
2	A	CLE-1	3.B	CLE-1.O: thesis statement and line of reasoning	206–210
3	D	RHS-1	1.A	RHS-1.C: purpose	11
4	A	RHS-1	1.A	RHS-1.G: audience	12–13
5	E	CLE-1	5.C	CLE-1.G: arguments that enhance writer’s credibility	80–81
6	B	RHS-1	5.C	RHS-1.J: calling on the audience to act	199–200
7	B	REO-1	5.C	CLE-1.G: strategically selected evidence	78–81
8	D	REO-1	5.C	REO-1.K: comparison-contrast	215–217
9	C	RHS-1	5.C	RHS-1.J: engaging audience	396–397

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
<b>Writing</b>					
10	B	REO-1	6.C	REO-1.J: cause-effect	162–165
11	C	RHS-1	1.A	RHS-1.B: exigence	9–10
12	B	RHS-1	1.B	RHS-1.G: audience emotions	59–61
13	A	REO-1	6.B	REO-1.P: transitional elements	269–271
14	E	STL-1	8.A	STL-1.C: precise word choice	280–281
15	D	REO-1	6.A	REO-1.E: sequence of paragraphs	142–143

**Join the Conversation, Rhetorical Analysis Part 3,** pp. 232–235

*For a reproducible of the full drafting organizer on page 235 in the student book, see page 266.*

Encourage students to build on the draft they started in Unit 3 by using the organizer on page 235 as a guide in order to:

- provide a lead-in addressing an abstract concept
- provide a lead-in to evidence
- explain relationships between ideas in one paragraph and the next
- continue to reconnect to the abstract idea
- add additional evidence or expand on evidence already in draft
- return to the abstract idea at the end of the essay
- make an appeal to the audience
- lift up the importance of the abstract idea

Following is one way this might be accomplished:

What would you risk to stand up for the rights of children to an education that would open doors of independence and self-sufficiency to them? [lead-in addressing abstract concept] Malala Yousafzai risked her life to speak out against the oppression of girls and women under the Taliban regime in her home of Pakistan. When she had a chance after surviving an assassination attempt to address the world through a speech at the Youth Take Over the UN Assembly in 2013, she made strategic rhetorical choices to appeal to her audience and get her message across. [demonstrates understanding of the rhetorical situation] Thesis: In her speech, Malala Yousafzai uses appeals to ethos and her terrifying personal story to convey her message that all children around the world deserve an equal education and to illustrate the value of education to develop independent and self-sufficient people.



[lead-in to evidence] Yousafzai begins her speech by invoking the name of a woman leader who did not survive an assassination attempt, Benazir Bhutto. [Evidence 1] By noting that she wears Bhutto's shawl, she elevates her stature as a credible speaker. In paragraphs 8 and 9, she refers to lessons she learned from some of the world's most admired nonviolent resisters: Mohammed, Jesus Christ, Lord Buddha, Martin Luther King, Nelson Mandela, Mohammed Ali Jinnah, Gandhi, Bacha Khan, Mother Teresa, once again placing herself in the company of highly respected people and thereby appealing to ethos and elevating her credibility. All stood for the equality of people, the power of resistance, and the willingness to face risks to defend those.

However, at the same time that Yousafzai elevates her authority and credibility as a speaker by associating herself with those from whom she learned [lead-in to Evidence 2], she also establishes solidarity with the audience with her inclusive language, such as "Dear brothers and sisters." [Evidence 2] While she associates her own efforts with those of some of the most respected heroes of social reform, she simultaneously associates herself with her audience through inclusive language, and in the process lifts up everyone. By inspiring solidarity she makes her audience receptive to her arguments. [explain relationships between ideas in one paragraph and the next] Yousafzai suggests that together she and her audience can wage "a glorious struggle against illiteracy, poverty, and terrorism."

Underlying these appeals to her audience, however [lead-in to Evidence 3 and tie to ideas in previous paragraphs], is the story of Youafzai's own struggle. She required much help and support to recover from the assassination attempt and much personal effort. And when her physical recovery was made, she was aware of the change she experienced as a result of the attempt on her life: "Weakness, fear and hopelessness died. Strength, power and courage were born." Instead of seeking revenge, she became more resolved than ever to stand up and speak out for the rights of women and children to equal opportunity. Her courage in risking her life is another powerful way she builds trust in herself as a speaker. Yousafzai stirs empathy in the audience, moving the inner courage of the listeners closer to taking action to address the problems she defines. "One child, one teacher, one book and one pen can change the world," she notes, encouraging everyone listening to recognize his or her own power to bring about change.

Here we are, students in a school in the United States where education is compulsory. Here we are, learning and growing and building on everything we learn to take into the future with us to help us establish our own independence and self-sufficiency. [appeal to audience and return to abstract idea] What can we do to further the opportunity of youth around the world to enjoy the same education and reap the same benefits from it? What are we willing to risk? We do not need to fear for our lives, as Yousafzai does, so our risks can be much less frightening. Are we willing to risk giving up some fun time we might spend with our friends to take the time to learn more about how we can help this cause? Let's put our education to use and figure out how to help.

#### Join the Conversation, The Argument Essay Part 4, pp. 236–237

Encourage students to build on the draft they developed in Unit 3 and use the organizer on page 235 as a guide in order to frame the essay with an introduction and conclusion. Remind students that an introduction and conclusion are not required on the AP® exam. However, writing a strong introduction and meaningful conclusion will reinforce what they have learned in Unit 4 and prepare them for college writing.

## Section II: Free Response, p. 238

### Rhetorical Analysis Rubric: "Lessons of Dr. Martin Luther King Jr."

Row A: Thesis (0-1 points), Scoring Criteria [1.A, 4.B]	
<p><b>0 points</b> For any of the following:</p> <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>	<p><b>1 point</b> Responds to the prompt with a thesis that analyzes the writer's rhetorical choices.</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 <u>and</u> clearly articulate a defensible thesis about the rhetorical choices Chavez 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>"Chavez emphasizes the similarities between his methods and King's methods."</li> <li>"Chavez gave a speech that included rhetorical choices to show that he and King had many similar goals."</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>"... Chavez's speech shows that both he and King faced many of the same challenges in the fight for equal rights."</li> </ul> <p><b>Repeat provided information from the passage</b></p> <ul style="list-style-type: none"> <li>"Throughout the essay, Chavez gives many examples of how he and King are similar."</li> </ul>	<p><b>Example that earns this point:</b></p> <p><b>Presents a defensible position that responds to the prompt</b></p> <ul style="list-style-type: none"> <li>"While Chavez provides some concrete examples of how his cause mirrors Martin Luther King Jr.'s struggle for equal rights, Chavez's main argument is more philosophical in nature: to motivate and inspire his audience of fellow activists, Chavez uses commentary based on his own insights to develop an ideological and methodological link between his beliefs and Dr. King's movement."</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>For a thesis to be defensible, the passage must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point.</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 [1.A, 2.A, 4.A, 6.A-6.C]**

<p><b>0 points</b> Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p><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.</p>	<p><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.</p>	<p><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>AND</b> 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> <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. <b>AND</b> Explains how multiple rhetorical choices in the passage contribute to the writer's argument, purpose, or message.</p>
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**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 details 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>
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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. 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]**

<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.</p>
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**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 ("<i>Since the beginning of time, people have struggled for freedom . . .</i>" OR "<i>As Chavez shows, the United States has never lived up to its promise of freedom.</i>")</li> <li>Only hint at or suggest other argument ("<i>Some people might say . . .</i>" OR "<i>Most of my friends think . . .</i>")</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>
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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.



**Argument Rubric: Hell is Other People**

Row A: Thesis (0-1 points), Scoring Criteria [4.B]	
<p><b>0 points</b> For any of the following:</p> <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>	<p><b>1 point</b> Responds to the prompt with a thesis 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>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 role other people's perceptions play in how we see ourselves rather than just stating there are pros/cons.</li> </ul>
<p><b>Examples that do not earn this point:</b> <b>Do not take a position</b></p> <ul style="list-style-type: none"> <li>"Sometimes people are helpful; sometimes they are not."</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>"Everyone gets annoyed with other people; that's just part of human nature."</li> </ul>	<p><b>Examples that earn this point:</b> <b>Present a defensible position that responds to the prompt</b></p> <ul style="list-style-type: none"> <li>"Everyone can agree that other people influence our lives, but often, we don't want to admit how much we depend on others for nearly everything we take for granted. Although our culture may value self-reliance and independence, each person's success is measured largely on his or her ability to get along with others."</li> <li>"More than ever, people seem to define themselves in contrast to other people. As politics and internet trolling become more divisive and confrontational, we view others as adversaries, focusing on our few differences rather than our many shared similarities. Yet whether we like to admit it or not, our adversaries are as responsible for shaping our perspectives as those who share our views."</li> <li>"Some people may cite a famous figure or a historical figure that has influenced their perspectives. But for me, I've been most influenced by working with recent immigrants through a community group called Welcome Home. I learned that many of the things I take for granted—food, shelter, education—are beyond the grasp of many hard-working people, and that unless we expand citizenship to more individuals, we will be denying many people their fundamental rights."</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]				
<p><b>0 points</b> Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</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 evidence or evidence that is irrelevant.</li> </ul>	<p><b>1 point:</b></p> <ul style="list-style-type: none"> <li>Tend to focus on a summary of the evidence rather than specific details.</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 explained.</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 details 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>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 multiple supporting claims, each with adequate evidence that is clearly explained.</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.</li> </ul>				



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	
<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 (“Let’s face it: we are all influenced by other people, but that’s life . . .” OR “Since people evolved, we have depended on each other . . .”).</li> <li>Only hint at or suggest other argument (“I once heard someone say . . .” OR “While some may argue that . . .”).</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 acknowledging counterarguments.</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>
<b>Additional Notes:</b> <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>	

## UNIT 5: Structuring and Supporting Coherent Arguments, pp. 239–298

### UNIT 5 OVERVIEW, pp. 240–246

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

#### Composing on Your Own p. 245

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.*

#### What Do You Know? p. 246

*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.*

- Claim 1: “Public dissatisfaction with economic hardships has been seen as the chief cause of the movement for democracy in Burma, sparked off by the student demonstrations 1988.” (paragraph 2)

Claim 2: “In an age when immense technological advances have created lethal weapons which could be, and are, used by the powerful and the unprincipled to dominate the weak and the helpless, there is a compelling need for a closer relationship between politics and ethics at both the national and international levels.” (paragraph 7)

Claim 3: “So free men are the oppressed who go on trying and who in the process make themselves fit to bear the responsibilities and to uphold the disciplines which will maintain a free society.” (paragraph 9)

Claim 4: “Within a system which denies the existence of basic human rights, fear tends to be the order of the day.” (paragraph 14)
- Example 1: “It is true that years of incoherent policies, inept official measures, burgeoning inflation and falling real income had turned the country into an economic shambles.” (paragraph 2)

Example 2: “The Universal Declaration of Human Rights of the United Nations proclaims that ‘every individual and every organ of society’ should strive to promote the basic rights and freedoms to which all human beings regardless of race, nationality or religion are entitled.” (paragraph 7)

Example 3: “Among the basic freedoms to which men aspire that their lives might be full and uncramped, freedom from fear stands out as both a means and an end.” (paragraph 9)

Example 4: “A most insidious form of fear is that which masquerades as common sense or even wisdom, condemning as foolish, reckless, insignificant or futile the small, daily acts of courage which help to preserve man’s self-respect and inherent human dignity.” (paragraph 14)