

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

<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.</p>
<p>Decision Rules and Scoring Notes</p>	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> ▪ 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 . . .”). ▪ Only hint at or suggest other argument (“I once heard someone say . . .” OR “While some may argue that . . .”). ▪ Use complicated or complex sentences or language that are ineffective because they do not enhance the argument 	<p>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:</p> <ol style="list-style-type: none"> 1. Crafting a nuanced argument by consistently identifying and exploring complexities or tensions. 2. Articulating the implications or limitations of an argument (either the student’s argument or an argument related to the prompt) by acknowledging counterarguments. 3. Making effective rhetorical choices that consistently strengthen the force and impact of the student’s argument. 4. Employing a style that is consistently vivid and persuasive.
<p>Additional Notes:</p> <ul style="list-style-type: none"> ▪ 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 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.

1. 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)

2. 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)

3. Example 1: “But it was more than the difficulties of eking out a barely acceptable standard of living that had eroded the patience of a traditionally good-natured, quiescent people—it was also the humiliation of a way of life disfigured by corruption and fear.” (paragraph 2)
- Example 2: “But as long as there are governments whose authority is founded on coercion rather than on the mandate of the people, and interest groups which place short-term profits above long-term peace and prosperity, concerted international action to protect and promote human rights will remain at best a partially realized struggle. There will continue to be arenas of struggle where victims of oppression have to draw on their own inner resources to defend their inalienable rights as members of the human family.” (paragraph 7)

Example 3: “A people who would build a nation in which strong, democratic institutions are firmly established as a guarantee against state-induced power must first learn to liberate their own minds from apathy and fear.” (paragraph 9)

Example 4: “It is not easy for a people conditioned by fear under the iron rule of the principle that might is right to free themselves from the enervating miasma of fear. Yet even under the most crushing state machinery courage rises up again and again, for fear is not the natural state of civilized man.” (paragraph 14)

4. Aung San Suu Kyi builds bridges between many ideas in her speech. In particular, she shows how the economic aspects of suppression are tied to the psychological, or mental, aspects of suppression. For instance, in paragraphs 2 and 3, she gives examples of how the economic conditions set off protests: “Years of incoherent policies, inept official measures, burgeoning inflation and falling real income had turned the country into an economic shambles.” After this statement, she quickly bridges to her larger theme about fear: “But... it was also the humiliation of a way of life disfigured by corruption and fear.” She further bolsters her claim by showing that some of the “keenest supporters” of reform were “businessmen who had developed the skills and the contacts necessary not only to survive but to prosper within the system.” She uses the example of businessmen who were economically comfortable to show that people were dissatisfied with more than “economic” concerns: “But their affluence offered them no genuine sense of security or fulfillment.” As before, Aung San Suu Kyi bridges to a new concept using that transitional word “But” to show that she is introducing a new concept that will build and expand on her previous statement.

Evaluating Writing

- Summary: Americans are oblivious to tyrannical behaviors exhibited by their own government.
- The student writer offers Soviet Russia, Nazi Germany, and North Korea as examples of tyrannical governments, and the Japanese internment camps during WWII as a specific example of a tyrannical government in the United States. (Although the author alludes to various forms of tyranny that may exist within the U.S., the Japanese internment camps are the only piece of specific evidence used.)
- Explicit commentary:

“This, of course, is because tyranny is universally accepted as being viciously oppressive and inhumane, something that a civilized nation like the U.S. could never be.” (sentence 3)

“It seems as though the common denominator in all of the governments mentioned above is this: humankind.” (sentence 9)

“So, it might be time to realize that in the depths of humanity, no matter how well-intentioned, everyone is capable of compromising even the greatest of virtues for the sake of gaining and maintaining more power.” (sentence 10)

Analyzing the Visual, p. 248

Students may note that the drawing suggests that resisting oppression requires more than one person. Students may note that the artist shows the single person as working very hard by the lines radiating from his arms.

For a reproducible on connecting evidence and commentary with methods of development from page 253 in the student book, see page 267.

1.1 Checkpoint, pp. 254–255

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See below.	REO-1	5.A	REO-1.M: functions of body paragraphs	248–253
2	C	REO-1	5.A	REO-1.M: functions of body paragraphs	248–253
3	E	REO-1	5.A	REO-1.M: functions of body paragraphs	248–253
Evaluating Writing					
1	See page 86.	REO-1	6.A	REO-1.M: evidence	248–253
2	See page 86.	REO-1	6.A	REO-1.M: commentary	248–253
3	D	REO-1	6.A	REO-1.M: evidence	248–253

Close Reading: Open Response Questions/Activities

1. Paragraph 2 (Claim and Evidence)

This paragraph introduces a claim about the reasons for Burma’s push for democracy, suggesting that both economic and psychological factors were important. It includes the evidence of “student demonstrations” against poor economic conditions, but then uses commentary to suggest that “the humiliation of a way of life disfigured by corruption and fear” was also a primary factor behind the demonstrations.”

Paragraph 3 (Evidence and Commentary)

The speaker presents the example—student demonstrations—in greater detail. The paragraph then describes the student demonstrations as a catalyst for demonstrations by the more affluent. There is also commentary as to why the student demonstrations inspired much of Burma’s population to come together in protest: “The people of Burma had wearied of a precarious state of passive apprehension where they were ‘as water in the cupped hands’ of the powers that be.”

Paragraph 6 (Claim)

This paragraph makes general claims that contrast civilized governments with tyrannical ones. It also highlights the effects that the varied governments have on communal thought: perceived ignorance toward the plight of others and warped fear.

Paragraph 14 (Claims, Evidence, and Commentary)

The speaker’s first claim is that oppressive regimes depend on fear. Her evidence provides examples of how fear works on the population. The speaker follows these examples with commentary about the difficulties people face when they are afraid.

Then the speaker builds in another claim—that courage can rise up amidst fear. Finally, the speaker provides commentary that explains the prior claim is true because fear is not the natural state of civilized people.

Evaluating Writing: Open Response Questions/Activities

1. **Sentence 5 rewrite:** For example, there were the Japanese internment camps during World War II, Jim Crow laws that denied African Americans their most basic rights, and more recently voter ID laws that disenfranchise thousands of voters.

2. **Sentence 5:** The added sentence should explain how Japanese internment camps correlate with oppressive practices listed in sentence 4. **Example sentence:** As these examples show, the United States has had its fair share of policies that violate basic human rights.

Sentence 8: The added sentence should explain how the American example seems to differ from full tyranny, despite some shared characteristics. **Example sentence:** Although the United States has had its share tyrannical policies, it still remains a democracy, and few people would say that these policies are as severe as the day-to-day denigrations faced by people who live in autocracies and dictatorships.

Sentence 9: The added sentence should explain the ways humankind typically displays oppressive behaviors even outside of governmental procedures. **Example sentence:** All people, even in the high-minded democracies, commonly display selfishness and short-sightedness.

Composing on Your Own, p. 255

Students should write a thesis statement establishing an argument that can be logically defended with a combination of evidence and commentary. Remind students that a specific thesis that takes a clear position is more compelling than a bland generalization or repeating something that is factually well known. Before refining their thoughts into a thesis, students should consider the specific rhetorical situation, including the context, audience, and purpose of their writing. Remind students that these three factors will influence the examples and evidence they include in the two body paragraphs to defend their thesis. When supplying examples and evidence, students should be sure to offer ample commentary that connects the evidence to the ideas and concepts established in the thesis.

Part 1 Apply What You Have Learned, p. 255

- The term “double-duty” suggests that the Tuskegee Airmen had two responsibilities to fulfill: they had to do their duty as pilots defending their country, but they also had a responsibility to help Black people “pave the way forward.” Obama’s speech focuses on the need to combine one’s own aspirations and goals with the responsibility to help others, and she includes many examples of how African Americans in history overcame obstacles to achieve success and then helped others to also achieve their dreams.
- In the first half of her speech, Obama focuses on the racism that African Americans have had to overcome in order to succeed. She gives examples of how historically well-known African Americans—such as Charles DeBow, Booker T. Washington, and George Washington Carver—used their intelligence, work ethic, skills, and fortitude—or “grit”—to find success despite the widespread racism that threatened to undermine their aspirations.

In the second half of the speech, Michelle Obama talks about her own experiences encountering racism, and how despite this racism, she persevered and focused on issues that were most important to her. Similar to the Tuskegee Airmen who had to do “double-duty,” Obama shows how in her own life, she has combined her own aspirations and duties with a drive to help others.

- Obama reveals a line of reasoning in her speech by posing two key questions: “Who am I? What do I care about?” Then, she answers the questions by offering examples that she supports with commentary.

To begin, Obama answers her key questions by stating that she is “first and foremost, a mom,” and she supports this claim with commentary that also supplies a justification: “I love our daughters more than anything in the world. . . . And while that may not be the first thing that some folks want to hear from an Ivy-league educated lawyer, it is truly who I am.” Obama continues her line of reasoning by providing a second answer to her key questions: “Next, I’ve always felt a deep sense of obligation to make the biggest impact possible with this incredible platform.” Obama supports this statement by supplying multiple examples of the causes she has supported and she again justifies her decision with personal commentary: “I have learned that as long as I hold fast to my beliefs and values—and follow my own moral compass—then the only expectations I need to live up to are my own.”

Reflect on the Essential Question, p. 256

Body paragraphs make claims, support them with evidence, and provide commentary that explains how the paragraph contributes to the reasoning of the main argument and supports the overarching thesis. A body paragraph may fulfill only one of these functions, and typically opens with a topic sentence that makes a claim to support the thesis. The claim is then expanded within the paragraph.

Encourage students to share their reflections with their peers, compare understandings, and discuss any differences.

PART 2 MAINTAINING COHERENCE AND USING TRANSITIONS, pp. 257–274

PART 2.1 Levels of Coherence, pp. 258–265 | REO-1.N

2.1 Checkpoint, pp. 263–264

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See page 88.	REO-1	5.B	REO-1.N: coherence	258–263
2	C	REO-1	5.B	REO-1.N: logically link ideas	258–263
3	B	REO-1	5.B	REO-1.N: logically link ideas	258–263
Evaluating Writing					
1	See page 88.	REO-1	6.B	REO-1.N: logically link sentences	258–263
2	See page 88.	REO-1	6.B	REO-1.N: logically link sentences	258–263
3	D	REO-1	6.B	REO-1.N: logically link sentences	258–263

Close Reading: Open Response Questions/Activities

1.

Text Part	Example of from Text	Relationship Established (Logical Link)
Clauses (from paragraph 3)	<i>"The students were protesting not just against the death of their comrades but against the denial of their right to life by a totalitarian regime which deprived the present of meaningfulness and held out no hope for the future."</i>	The final clause sets up a secondary cause for the purpose of student protest. Students were protesting the death of their friends, but the greater offense was the denial of the "right to life." Suu Kyi establishes the cause for such denial as being the totalitarian regime. So, though the focus is the human rights violation, the secondary focus is the cause, which is the government.
Sentence (from paragraph 1)	<i>"It is not power that corrupts but fear. Fear of losing power corrupts those who wield it and fear of the scourge of power corrupts those who are subject to it."</i>	The second sentence connects to the first sentence to more accurately describe how fear and power affect individuals. Aung San Suu Kyi is correlating these sentences to highlight how fear is not only experienced by the masses but by the ruling class as well.
Paragraph (paragraph 11)	<i>The essence of his teaching was fearlessness and truth, and action allied to these, always keeping the welfare of the masses in view.</i>	Paragraph 12 goes on to relate Gandhi to Aung San to justify Aung San Suu Kyi's use of Aung San as an example of courageous and revolutionary spirit.

Evaluating Writing

1. **Sentence 4 from text:** "If an American considers the most common tyrannical practices—instigating or retaliating with violence, generating fear, scapegoating minority classes, and engaging in governmental corruption— they will have to admit that history offers plenty of examples to prove that tyrannical practices have been just as alive and well in the U.S. as it has been in other countries."

In sentence 4, the author uses "if" to introduce a cause/effect relationship that can be summarized as follows: **If** people acknowledge that United States government engages in suppressive practices, **then** they will have acknowledged that the U.S. is, in some ways, tyrannical. The repressive practices cause (or result in) tyranny. The "if" introduces general examples of the repressive practices of the United States government; the word "then" is implied when introducing the second main clause that reveals that the U.S. is tyrannical as a result of these repressive practices.

2. The writer could combine sentences 5 and 6 into a single sentence to help reveal the logical link between the ideas: *When one considers examples such as the Japanese internment camps during World War II, some people may question how a government founded upon the "unalienable rights" of "life, liberty, and the pursuit of happiness," can consistently allow such practices to crawl into its ruling protocol.*

Composing on Your Own, p. 265

Students should supply evidence—such as specific examples—to support their main claim and should also use commentary to tie their evidence back to their claim. Remind students that pure commentary does not constitute an example; students can use examples from their own experience and knowledge, but personal opinions or general statements do not count as evidence. When reviewing and refining their own work, students should rewrite sentences to enhance the coherence and line of reasoning. Encourage students to try combining shorter sentences by using the writing skills from Part 2.1. Finally, students should keep the rhetorical situation in mind by making sure they are addressing audience, content, and purpose.

PART 2.2 Repeated Words and Patterns that Strengthen Coherence, pp. 265–269 | REO-1.0

2.2 Checkpoint, pp. 268–269

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See below.	REO-1	5.B	REO-1.O: repetition	265–268
2	See below.	REO-1	5.B	REO-1.O: repetition	265–268
3	D	REO-1	5.B	REO-1.O: parallel structure	265–268
4	E	REO-1	5.B	REO-1.O: parallel structure	265–268
5	A	REO-1	5.B	REO-1.O: parallel structure	265–268
Evaluating Writing					
1	See page 90.	REO-1	6.B	REO-1.O: repetition	265–268
2	See page 90.	REO-1	6.B	REO-1.O: synonyms and pronouns	265–268
3	See below.	REO-1	6.B	REO-1.N, REO-1.O: sentence, parallel structure	265–268

Close Reading: Open Response Questions/Activities

- Students should readily recognize that Aung San Suu Kyi repeatedly references the idea of "fear" in her speech. The following sentence uses repetition and parallel structure to emphasize the various forms of fear that exist "within a system which denies the existence of basic human rights": **"Fear of imprisonment, fear of torture, fear of death, fear of losing friends, family, property or means of livelihood, fear of poverty, fear of isolation, fear of failure."**
- As explained in the previous answer, student responses should focus on the various ways repetition emphasizes ideas—in particular, the repetition of the word "fear" emphasizes Kyi's main claim about how fear is used to repress people. When listing the many stifling forms of fear people face—"Fear of imprisonment, fear of torture, fear of death"—the speaker creates a rolling cadence that builds a strong case for the debilitating aspects of fear.

Evaluating Writing: Open Response Questions/Activities

Students should recognize areas of the essay that can be improved by reworking sentences, and using synonyms and pronouns, as in the following examples:

1. (a) The student writer could employ parallel structure to emphasize certain concepts by repeating phrases such as “of course,” as seen in this revised version of sentence 3: *Of course, this is because tyranny is universally accepted as being viciously oppressive and inhumane, which is, of course, something that a civilized nation like the U.S. could never be.*
- (b) Substitute the other words, such as *oppression*, for *tyranny* to reduce redundancy.
2. (a) Line (4) can be improved by changing the word *American* to *a person* or *someone*.
3. (a) Combine sentences 8 and 9 to add fluency and highlight the parallel structure: *Now, most people would acknowledge that this tyranny is considerably less than one finds in dictatorships.*
- (b) The text does not have examples of repetitive structures that should be deleted.

Composing on Your Own, p. 269

When editing their work, students should pay attention to any areas that seem vague or unnecessarily repetitive. Remind students that using synonyms adds variety and interest to their work, while using pronouns keeps their writing from being redundant. In addition, remind students that being purposely repetitive and using parallel structure creates a rhythm in their writing, reiterates important concepts, and helps reveal how ideas are related.

PART 2.3 Transitions, pp. 269–274 | REO-1.P REO-1.Q

2.3 Checkpoint, pp. 272–273

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See page 91.	REO-1	5.B	REO-1.P: transitional elements	269–271
2	C	REO-1	5.B	REO-1.Q: transitional elements to show links	269–271
3	D	REO-1	5.B	REO-1.P: transitional elements	269–271
4	A	REO-1	5.B	REO-1.P: transitional elements	269–271
Evaluating Writing					
1	See page 91.	REO-1	6.B	REO-1.Q: transitional elements to relate	269–271
2	See page 91.	REO-1	6.B	REO-1.P: transitional elements	269–271
3	A	REO-1	6.B	REO-1.P: transitional elements	269–271
4	B	REO-1	6.B	REO-1.Q: transitional elements to relate	269–271

Close Reading: Open Response Questions/Activities

1. Suu Kyi often refers to people’s need to overcome fear while also alluding to how fear is used by governments to control people. Using different examples and arguments, she repeatedly equates freedom from fear with individual liberty and human rights. She also focuses on the idea of “revolution” in paragraph 7 not to suggest armed rebellion but to suggest a change of “spirit.” In the final five paragraphs of her speech, Aung San Suu Kyi repeatedly uses the word *courage*, presenting it as the antidote to the “fear” that enables tyranny: “Yet even under the most crushing state machinery courage rises up again and again, for fear is not the natural state of civilized man.”

Evaluating Writing: Open Response Questions/Activities

1. **Sentence 5:** change the word *consequently* to the transitional phrase *For example*.
Rewrite: *For example, there were the Japanese internment camps during World War II.*
Sentence 6: change the word *But* to the transitional phrase *As a result*.
Rewrite: *As a result, many people may question how a government founded upon the “unalienable rights” of “life, liberty, and the pursuit of happiness,” can consistently allow such practices to crawl into its ruling protocol.*
Sentence 8: add a transition as shown in bold.
Rewrite: ***But when one considers the many factors that create tyranny, it seems as though the common denominator in all of the governments mentioned above is this: humankind.***
2. Delete the word *Now* from sentence 7. Delete the word *So* from sentence 10.

Composing on Your Own, p. 274

Students should incorporate transitional elements that help logically link ideas within the essay. Encourage students to review their work, underlining and revising any sentences that fail to logically link with the ideas in the previous sentences. Students may want to experiment using different transitional words and phrases before deciding on the most effective ones.

Part 2 Apply What You Have Learned

Student responses will likely note how Obama uses her speech to repeat key ideas about race, personal responsibility, and the importance of helping others. At first, she cites well-known historical examples of African American graduates from Tuskegee University who overcame the obstacles of racism and used their success to help other African American people. Then, tying these historical examples to her own experiences as an African American woman, Obama discusses how successfully overcoming racism in her own life has motivated her to help others and “make the biggest impact possible with this incredible platform.” Next, Obama connects both her historical examples and personal journey with the experiences of her audience, saying “And now, graduates, it’s your turn to take up that cause.” Finally, she directly ties her appeal back to her original historical examples, stating “our history provides us with a better story, a better blueprint for how we can win. It teaches us that when we pull ourselves out of those lowest emotional depths, and we channel our frustrations into studying and organizing and banding together.”

Students will also likely cite examples of how Obama uses parallel structure and *anaphora*, such as when she repeats the phrase “You’ve got” to emphasize the skills and responsibilities of those within her audience. In another example, Obama repeatedly uses the phrase “Today, you can” to offer numerous examples of the immediate, positive contributions her listeners

can make in their daily lives. This repetition of the same phrase creates a rhythm and unity in her speech, while also emphasizing that graduates can make direct, constructive impacts within their families and communities. (In addition, some students may note that “Today, you can” is highly similar to the well-known phrase “Yes, we can” of President Obama’s presidential campaign.)

Finally, some students may refer to the many images of flight that Obama incorporates into her speech. She repeatedly uses words such as *fly* and *soar*, which allude to the Tuskegee Airmen, but also reinforce her theme of rising above the obstacles and impediments—such as racism and social expectations—that attempt to thwart the individual: “If you rise above the noise and the pressures that surround you, if you stay true to who you are and where you come from, if you have faith in God’s plan for you, then you will keep fulfilling your duty to people all across this country.”

Reflect on the Essential Question, p. 274

Writers make strategic choices about how to organize their argument’s ideas to make sure that it maintains consistency, logical reasonability, and unity. Sentences are made up of one or more clauses—a subject and verb—as well as phrases that don’t contain a subject and a verb. Writers often repeat ideas throughout a work. In order to avoid monotony, they may use synonyms, and rather than repeating the same name or other noun, they may substitute pronouns that refer their readers back to the original noun.

Sometimes writers use repetition to emphasize a point. They may either repeat the same word or phrase, or they may employ parallel structure, which uses the same pattern or a similar one to show that two or more ideas have equal importance. And writers use transitional elements to maintain coherence among the sentences, paragraphs, and sections of a text. Transitional elements provide a smooth way to introduce evidence or show its relationship to other ideas and evidence.

Encourage students to share their reflections with their peers, compare understandings, and discuss any differences.

PART 3 THE MANY MEANINGS OF LANGUAGE, pp. 275–283

PART 3.1 The Meaning of Words, pp. 276–279 | STL-1.A

3.1 Checkpoint, pp. 277–279

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See page 93.	STL-1	7.A	STL-1.A: connotative meaning, denotative meaning	276–277
2	E	STL-1	7.A	STL-1.A: connotative meaning, denotative meaning	276–277
3	E	STL-1	7.A	STL-1.A: connotative meaning, denotative meaning	276–277
Evaluating Writing					
1	See page 94.	STL-1	8.A	STL-1.A: connotative meaning, denotative meaning	276–277
2	B	STL-1	8.A	STL-1.A: connotative meaning, denotative meaning	276–277

Close Reading: Open Response Questions/Activities

1. Answers will vary. Sample answers:

Paragraph	Word or Phrase	Denotative Meaning (Dictionary Definition)	Connotative Meaning (neutral, positive, negative)
1	corruption	dishonest or fraudulent activity by those in power	negative
1	avarice	greed for wealth or material gain	negative
2	quiescent	in a state of inactivity	neutral
3	comrades	companion or fellow member	positive
5	freedom	the right to think, act, or speak without restraint	positive
8	sacrifices	acts of giving up something of value for something more worthy	positive
9	liberate	to free	positive
10	moral courage	ability to show fortitude and determination according to deeply held beliefs even in the face of great risk	positive
10	Mahatma Gandhi	Indian political activist who used nonviolent resistance to fight for India’s independence from British rule	positive
11	fearlessness	boldness or bravery	positive
12	authoritarian rule	government based on strong central power and limited political or social freedoms	negative
14	wisdom	the quality of having knowledge, experience, and good judgment	positive
14	enervating	draining or exhausting	negative
15	power	ability to act or have influence over others	neutral
15	suffer	to put up with	negative

Evaluating Writing: Open Response Questions/Activities

1. Answers will vary. Sample answers:

Americans are unaware—negative; the phrase suggests ignorance or a limited worldview

celebrated—usually positive in nature but negative as used in the sentence; it suggests that Americans celebrate the destruction of individual freedoms

tyranny—negative; the word suggests oppression, which is the opposite of democracy *instigating or retaliating with violence, generating fear, scapegoating minority classes, and engaging in governmental corruption*—negative; the phrase relates to tyrannical, un-American principles

Japanese internment camps during World War II—negative; the phrase gives an example of a racist policy in American history

“unalienable rights” of “life, liberty, and the pursuit of happiness”—positive; the phrase relates to pride, hope, positive American ideals

crawl—negative; the word suggests negative ideologies or practices that have become part of American policy

Composing on Your Own, p. 279

Students should make sure they are using words correctly in their writing; encourage them to double-check denotative meanings in the dictionary. Students should carefully review their connotative word usage to ensure that it develops and maintains a consistent tone. Students may want to circle key words in their drafts and experiment with substituting other words that might create a stronger tone or have a clearer meaning. When considering tone, students should keep their rhetorical situation in mind, because context, audience, and purpose will affect the words students use in their writing.

PART 3.2 Word Choice and Perspective, pp. 279–283 | STL-1.B STL-1.C

3.2 Checkpoint, p. 281

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Close Reading					
1	See below.	STL-1	7.A	STL-1.C: precise word choice	279–281
2	B	STL-1	7.A	STL-1.C: precise word choice	279–281
3	C	STL-1	8.A	STL-1.C: precise word choice	279–281
Evaluating Writing					
1	See page 95.	STL-1	8.A	STL-1.B: adjectives, adverbs	279–281

Close Reading: Open Response Questions/Activities

1. Answers will vary. Sample answers:

Suu Kyi reveals that rulers are afraid of losing power, while the oppressed are often so afraid for their lives that they give up their freedoms. She encourages the oppressed to use their fear to generate endurance and courage. In this way, she highlights the negative effects of fear but also conveys a positive outlook on her topic—fear—because when people recognize and control their fear, it can function as a catalyst for change.

Evaluating Writing: Open Response Questions/Activities

1. Answers will vary. Sample answers:

Adjectives:

oppressive ruling practices

civilized nation

tyrannical practices

governmental corruption

ruling protocol

actual dictatorships

common denominator

human nature

In most of these instances, the adjectives provide descriptions that are necessary to convey the desired perspective. For example, there is a huge difference between “practices” and “tyrannical practices.”

Adverbs:

universally accepted

viciously oppressive and inhumane

consistently allow

In the first two cases, adverbs provide additional information to modify adjectives in adjectival phrases. In the last example, *consistently* modifies the verb *allow*, providing additional information.

Composing on Your Own, p. 282

For a reproducible of the table on page 282 in the student book, see page 268.

Students can use the table to help organize and clarify their ideas. Encourage students to take a step-by-step approach to revising their work. First, students will want to ensure that they have developed a clear claim that is supported with evidence and uses commentary to tie the evidence back to the claim. Next, students should check that they use appropriate language to develop their evidence and commentary. In particular, their commentary should use vivid, precise words that logically connect their evidence to their claim. Descriptive words that heighten reader interest help guide the reader through the writer’s line of logic and make the ideas within the writing easier to understand. Finally, students should use purposeful repetition to emphasize certain ideas and create links between key concepts, but they should avoid repeating the same ideas in ways that are redundant and unnecessary.

Part 3 Apply What You Have Learned, p. 283

Students can cite multiple examples of Obama using crisp, vivid language in her speech. Encourage them to focus on the language of one or two paragraphs. For example, in the paragraph where Obama alludes to Ralph Ellison’s famous book *Invisible Man*, she states: “[Feelings of racism are] rooted in decades of structural challenges that have made too many folks feel frustrated and invisible.” By using vivid words in this sentence such as *structural challenges*, *frustrated*, and *invisible*, along with the words *heavy burden* and *isolating* earlier in the paragraph, Obama appeals both to her audience’s emotions and their sense of social justice. Some students may also cite Obama’s vivid images of flight, when she uses words such as *soaring* and *flying*, and phrases such as “rising above.”

Reflect on the Essential Question, p. 283

Words have both denotative meanings—the dictionary definition—and connotative meanings, which are colored by emotion. Connotative meanings may be positive or negative or they may be neutral. Writers must beware of using words with the wrong connotations, since this can send mixed signals. By means of precise word choice, writers can help audiences perceive their true perspective, or attitude toward their topic. They can use descriptive language to clarify their attitude about their topic. Both adjectives and adverbs help convey a particular perspective or tone.

Encourage students to share their reflections with their peers, compare understandings, and discuss any differences.

Justice and Race To reinforce the power of word choice and comparisons and engage in a conversation on justice and race, you may wish to use the activity on page 237.

Revised Draft of Student Text from pages 245–246. Revised sentences and sections appear in italics. Note that sentences added to this draft have not been numbered.

Note: Sentence 6 has been moved, but the original sentence numbering has been kept so the editing is clearly evident. The rewritten student draft includes the rewrites from the multiple-choice questions; it does not include the suggested sample rewrites provided for the short-answer responses.

(1) When most American's think of tyranny, they think of Soviet Russia, Nazi Germany, or contemporary North Korea. (2) These same Americans are unaware of the oppressive ruling practices which have existed, and have even been celebrated, in their own Land of the Free and Home of the Brave. (3) This, of course, is because tyranny is universally accepted as being viciously oppressive and inhumane, something that a civilized nation like the U.S. could never be. (4) If an American considers the most common tyrannical practices—instigating or retaliating with violence, generating fear, scapegoating minority classes, and engaging in governmental corruption—they will have to admit that history offers plenty of examples to prove that tyrannical practices have been just as alive and well in the U.S. as it has been in other countries. (5) *For example, there were the Japanese internment camps during World War II, the Trail of Tears incident and unjust treatment of Native Americans, the Jim Crow laws of the 20th century, and the Supreme Court's decision in Plessy v. Ferguson.* (7) Now, is this tyranny to the same extent as actual dictatorships? (8) No. (6) *But many people may question how a government founded upon the "unalienable rights" of "life, liberty, and the pursuit of happiness," can consistently allow such practices to crawl into its ruling protocol.* (9) It seems as though the common denominator in all of the governments mentioned above is this: *the human desire for power and control. Perhaps the reason for this consistent behavior demands a deeper look into the human psyche.* (10) So, it might be time to realize that in the depths of human nature, no matter how well-intentioned, everyone is capable of compromising even the greatest of virtues for the sake of gaining and maintaining more power.

UNIT 5 REVIEW

Section I: Multiple Choice, pp. 284–289

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Reading					
1	B	REO-1	5.A	REO-1.M: line of reasoning	248–254
2	A	STL-1	7.A	STL-1.C: precise word choice	279–281
3	D	RHS-1	1.A	RHS-1.D: audience	12–14
4	E	CLE-1	3.B	CLE-1.I: thesis	90–93
5	A	REO-1	5.A	REO-1.E: sequence of paragraphs in line of reasoning	142–143
6	C	REO-1	5.C	REO-1.K: comparison-contrast	214–217

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
Writing					
7	D	ROE-1	5.B	REO-1.N: coherence	258–283
8	B	ROE-1	5.B	REO-1.N: coherence	258–283
9	E	CLE-1	4.C	CLE-1.N attribution	130

Join the Conversation: Rhetorical Analysis (Part 4), p. 290

For a reproducible of the organizers on pages 292–295 see pages 269–271.

The Argument Essay (Part 5), p. 296

Encourage students to use the organizers to continue to expand on their earlier drafts. Remind them that while they will not have time to do much revising when they take the AP® exam, revising these essays from their foundational ideas to a full essay with coherence will help them write the strongest first draft they can on the exam.

Rhetorical Analysis Rubric: "Is Dance a Sport?"

Row A: Thesis (0-1 points), Scoring Criteria [1.A, 4.B]	
<p>0 points For any of the following:</p> <ul style="list-style-type: none"> There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt. 	<p>1 point Responds to the prompt with a thesis that analyzes the writer's rhetorical choices.</p>
Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Only restate the prompt. Fail to address the rhetorical choices the writer of the passage makes. Describe or repeat the passage rather than making a claim that requires a defense. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Respond to the prompt rather than restate or rephrase the prompt <u>and</u> clearly articulate a defensible thesis about the rhetorical choices Guarino makes to convey her message.
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> "Guarino makes many key rhetorical choices to show that dance is important." "Guarino argues that dance is important but is not a sport." <p>Make a claim, but do not address the writer's rhetorical choices</p> <ul style="list-style-type: none"> "... her essay Guarino shows that dance is defined as movement in space." <p>Repeat provided information from the passage</p> <ul style="list-style-type: none"> "In paragraphs 2-3, Guarino defines dance and then shows that historically it has never been viewed as a sport." 	<p>Example that earns this point:</p> <p>Presents a defensible position that analyzes the writer's rhetorical choices</p> <ul style="list-style-type: none"> "In an appeal to fellow dancers and those interested in dance, Lindsay Guarino combines her own experiences as a dancer with historical examples of dance's cultural significance to argue that although both dance and sports require a high degrees of skill and athleticism, dance is neither a 'contest' nor a 'competition,' but rather an art form based on self-expression."
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. 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. 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. 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. 	

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

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

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>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.</p>
Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Attempt to contextualize the text, but such attempts consist predominantly of sweeping generalizations (“People have always danced and always played sports . . .” OR “Sports and dance have always been part of culture . . .”). Only hint at or suggest other argument (“I’ve seen dance and it’s very different from sports . . .” OR “Most dancers may argue that . . .”). Examine individual rhetorical choices but do not examine the relationships among different choices throughout the text. Oversimplify complexities in the text. Use complicated or complex sentences or language that is ineffective because it does not enhance the analysis. 	<p>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:</p> <ol style="list-style-type: none"> Explaining the significance or relevance of the writer’s rhetorical choices (given the rhetorical situation). Explaining a purpose or function of the passage’s complexities or tensions. Employing a style that is consistently vivid and persuasive.
<p>Additional Notes:</p> <ul style="list-style-type: none"> 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: How Background Influences Character

NOTE: The directions on page 298 call for students to respond to the prompt with a *claim*, but the correct word is *thesis*. We regret the error, which will be corrected on reprint.

Row A: Thesis (0-1 points), Scoring Criteria [4.B]	
<p>0 points For any of the following:</p> <ul style="list-style-type: none"> There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt. 	<p>1 point Responds to the prompt with a thesis that presents a defensible position.</p>
Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Only restate the prompt. Do not take a position, or the position is vague or must be inferred. State an obvious fact rather than making a claim that requires a defense. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Respond to the prompt rather than restate or rephrase the prompt. Clearly take a position on the extent to which our background influences our character.
<p>Examples that do not earn this point:</p> <p>Do not take a position</p> <ul style="list-style-type: none"> “Sometimes our upbringing determines our characters, but sometimes not.” <p>Address the topic of the prompt but are not defensible—it is an obvious fact stated as a claim</p> <ul style="list-style-type: none"> “Many people are influenced by the morals they are taught as children; these morals set the stage for what we learn later in life.” 	<p>Examples that earn this point:</p> <p>Present a defensible position that responds to the prompt</p> <ul style="list-style-type: none"> “Although Alyson Noel stated that our past ‘doesn’t define who we become,’ the commonly accepted adage that ‘the child is father to the man’ directly contradicts her statement. Taking both of these viewpoints into account, one could say while we may grow and change, our upbringing has a lasting impact on who we become as adults.” “In the United States, a country that promotes the values of freedom and equality, we like to believe that with hard work and perseverance, we can become anything we want to be. But statistics tell a different story: the income and education of our parents is usually the key determinant of our lifelong financial security.” “Our background may set the foundation for our lives, but it is up to each individual to make the decisions that determine his or her character: under the law, we are each treated as equals, and as a result, we are all equally responsible for how build a life for ourselves.”
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. 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. 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. 	

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

<p>0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p>1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p>2 points EVIDENCE: Provides some specific relevant evidence. AND COMMENTARY: 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>3 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning.</p>	<p>4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning.</p>
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Decision Rules and Scoring Notes | Typical responses that earn . . .

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

<p>0 points Does not meet the criteria for one point.</p>	<p>1 point 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>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Attempt to contextualize their argument, but such attempts consist predominantly of sweeping generalizations (<i>"We learn a lot of important information when we are little kids . . ."</i> OR <i>"Since people evolved, we have been taught to choose right from wrong . . ."</i>). Only hint at or suggest other argument (<i>"Nearly everyone I know says that we inherit our characters . . ."</i> OR <i>"Some may think that background doesn't make a difference, but others do . . ."</i>) Use complicated or complex sentences or language that are ineffective because they do not enhance the argument. 	<p>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:</p> <ol style="list-style-type: none"> Crafting a nuanced argument by consistently identifying and exploring complexities or tensions. Articulating the implications or limitations of an argument (either the student's argument or an argument related to the prompt) by acknowledging counterarguments. Making effective rhetorical choices that consistently strengthen the force and impact of the student's argument. Employing a style that is consistently vivid and persuasive.
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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.