

Readings by Theme

Themes	Readings
Children, Youth	<ul style="list-style-type: none"> ▪ Greta Thunberg Speech at UN (Unit 1, pages 4–5) ▪ Speech to UN Youth Assembly, Malala Yousafzai—Anchor Text (Unit 2, pages 53–55) ▪ Global Education (Unit 2, pages 56–57) ▪ Speech at UN Conference on Women, Hillary Clinton (Unit 2, online) ▪ Fast Food (student draft) (Unit 3, page 120) ▪ Excerpt from “I’m not Black, I’m Kanye,” Ta-Nehisi Coates (Unit 3, page 159) ▪ “Homelessness”—Anchor Text (Unit 4, pages 187–189) ▪ Homelessness (student draft) (Unit 4, pages 189–190) ▪ Speech Accepting the Sakharov Prize for Freedom of Thought, Aung San Suu Kyi—Anchor Text (Unit 5, pages 241–244) ▪ “How the Loss of the Landline Is Changing Family Life,” Julia Cho (Unit 7, pages 383–386) ▪ “Phone-Gate: North Shore’s Evans to Miss the Title Game,” Matt Malatesta (Unit 7, pages 393–394) ▪ “It’s a Smartphone Life,” Anya Kamanetz (Unit 7, pages 413–414) ▪ “Games,” from <i>Everything Bad is Good for You</i>, Steven Johnson—Anchor Text (Unit 9, pages 558–562) ▪ Diversity in Video Games (Unit 9, pages 574–575) ▪ Response to “America Needs Its Nerds,” David Lessing, David Herne (Unit 9, pages 587–588) ▪ Disney Princesses (Unit 9, page 590) ▪ “Ratings Guide” for video games (visual) (Unit 9, page 594) ▪ “Teenager Wins Millions Playing Fortnite,” Kyle Giersdorf, interview by David Greene (Unit 9, page 595) ▪ “Pathological Video-Game Use Among Youth,” Douglas Gentile (graph) (Unit 9, page 596) ▪ “How Digital Game-Based Learning Improves Student Success,” Ryan Juraschka (Unit 9, page 597) ▪ “Level Up Learning: A National Survey on Teaching with Digital Games,” Lori M. Takeuchi and Sarah Vaala (Unit 9, page 598)
Climate Change	<ul style="list-style-type: none"> ▪ Greta Thunberg Speech at the UN—Anchor Text (Unit 1, pages 4–5) ▪ Climate Change (student draft) (Unit 1, page 5) ▪ Here’s what “disagreement” looks like. (visual) (Unit 1, page 29) ▪ Coastal Erosion (visual) (Unit 1, page 37) ▪ “Fifty Years Ago We Landed on the Moon,” Jill Lepore (Unit 4, pages 203–204) ▪ Nobel Lecture on Climate Change, Al Gore (Unit 6, pages 352–353)

Cultural Identity	<ul style="list-style-type: none"> ▪ “Why Chinatown Still Matters,” Maurice Berger (Unit 1, pages 39–41) ▪ Short excerpt from Josephine Baker’s speech at the “March on Washington” (Unit 2, page 79) ▪ Excerpt from “I’m not Black, I’m Kanye,” Ta-Nehisi Coates (Unit 3, page 159) ▪ “Tuskegee University Commencement Address,” Michelle Obama (Unit 5, online) ▪ “How Dearborn, Michigan became the heart of Arab America” (Unit 6, pages 366–367) ▪ “Fear and ‘the problem’ of the city’s ethnic enclaves,” Joe Greenholtz (Unit 6, pages 367–368) ▪ “Denmark Wants to Break Up Ethnic Enclaves” (Unit 6, pages 369–370) ▪ Residential Segregation, 2010 (graph) (Unit 7, page 450) ▪ The Amish and Technology Use (Unit 7, pages 386–387) ▪ La Pequeña Havana (photos of Little Havana, Miami, FL) (Unit 8, page 542) ▪ “In Defense of the Ethnic Enclaves,” Gram Slattery (Unit 8, page 543) ▪ Excerpts from “What to the Slave is the Fourth of July?” Frederick Douglass (Unit 9, pages 568–569)
Economic Concerns	<ul style="list-style-type: none"> ▪ Speech to UN Youth Assembly, Malala Yousafzai—Anchor Text (Unit 2, pages 53–55) ▪ Speech at UN Conference on Women, Hillary Clinton (Unit 2, online) ▪ “Space Waste” (Unit 2, page 101) ▪ Rocket launch (visual) (Unit 2, page 103) ▪ “What We Eat” introduction from <i>Fast Food Nation</i>—Anchor Text (Unit 3, pages 113–120) ▪ Fast Food (student draft) (Unit 3, page 120) ▪ Top 10 Fast Food Locations by Number (graph) (Unit 3, page 121) ▪ “The Perils of Pesticides,” Cesar Chavez (Unit 3, pages 133–135) ▪ Migrant grape pickers (visual) (Unit 3, page 134) ▪ Produce and farmers at a farmer’s market (visual) (Unit 3, page 138) ▪ Excerpt: “Obesity prevention: the role of policies, laws and regulations,” Boyd A. Swinburn (Unit 3, page 142) ▪ “Lessons of Dr. Martin Luther King Jr.,” Cesar Chavez (Unit 4, pages 224–226) ▪ Speech Accepting the Sakharov Prize for Freedom of Thought, Aung San Suu Kyi—Anchor Text (Unit 5, pages 241–244) ▪ “Biography of Horace Mann” (Unit 5, pages 287–288) ▪ New York City Subway (Unit 7, page 443) ▪ “Hiring Locally for Farm Work is No Cure-All,” Kirk Johnson (Unit 7, pages 456–457) ▪ “Farmers Finding Few Americans Willing To Do Jobs Immigrants Do,” Doug Mataconis (Unit 7, page 458) ▪ “New Study Explodes Myth of ‘Jobs Americans Won’t Do,’” Brendan Kirby (Unit 7, page 459)

Education	<ul style="list-style-type: none"> ▪ Speech to UN Youth Assembly, Malala Yousafzai—Anchor Text (Unit 2, pages 53–55) ▪ Global Education (student draft) (Unit 2, pages 56–57) ▪ Speech at UN Conference on Women, Hillary Clinton (Unit 2, online) ▪ Short excerpt from Josephine Baker’s speech at the “March on Washington” (Unit 2, page 79) ▪ “Nine-year-olds, Meet Monet,” Ellen Goodman (Unit 6, pages 356–358) ▪ “Games,” from <i>Everything Bad is Good for You</i>, Steven Johnson—Anchor Text (Unit 9, pages 558–562) ▪ “How Digital Game-Based Learning Improves Student Success,” Ryan Juraschka (Unit 9, page 597) ▪ “Level Up Learning: A National Survey on Teaching with Digital Games,” Lori M. Takeuchi and Sarah Vaala (Unit 9, page 598)
Equality, Inequality	<ul style="list-style-type: none"> ▪ Speech: “A Whisper of AIDS,” Mary Fisher (Unit 1, online) ▪ “Why Chinatown Still Matters” (Unit 1, pages 39–41) ▪ Speech to UN Youth Assembly, Malala Yousafzai—Anchor Text (Unit 2, pages 53–55) ▪ Brief excerpt: UN Speech on the International Bill of Rights, Eleanor Roosevelt (Unit 2, page 68) ▪ Opening section of Declaration of Independence (Unit 2, page 78) ▪ Short excerpt from Josephine Baker’s speech at the “March on Washington” (Unit 2, page 79) ▪ “Lessons of Dr. Martin Luther King Jr.,” Cesar Chavez (Unit 4, pages 224–226) ▪ Excerpt from <i>On Tyranny: Twenty Lessons from the Twentieth Century</i>, Timothy Snyder (Unit 5, page 249) ▪ “Tuskegee University Commencement Address,” Michelle Obama (Unit 5, online) ▪ Residential Segregation, 2010 (graph) (Unit 7, page 450) ▪ Brief excerpt of Ann Richards’ DNC Address (Unit 8, page 477) ▪ Excerpt from “A Modest Proposal,” Jonathan Swift (Unit 8, pages 510–511) ▪ Diversity in Video Games (Unit 9, pages 574–575) ▪ Excerpts from “What to the Slave is the Fourth of July?” Frederick Douglass (Unit 9, pages 568–569)

Ethics	<ul style="list-style-type: none"> ▪ Greta Thunberg Speech at UN—Anchor Text (Unit 1, pages 4–5) ▪ Climate Change (student draft) (Unit 1, page 5) ▪ Speech: “A Whisper of AIDS,” Mary Fisher (Unit 1, online) ▪ “Why Chinatown Still Matters,” Maurice Berger (Unit 1, pages 39–41) ▪ Speech to UN Youth Assembly, Malala Yousafzai—Anchor Text (Unit 2, pages 53–55) ▪ Global Education (Unit 2, pages 56–57) ▪ Speech at UN Conference on Women, Hillary Clinton (Unit 2, online) ▪ Brief excerpt: UN Speech on the International Bill of Rights, Eleanor Roosevelt (Unit 2, page 68) ▪ Opening section of Declaration of Independence (Unit 2, page 78) ▪ Short excerpt from Josephine Baker’s speech at the “March on Washington” (Unit 2, page 79) ▪ Excerpt: “Why we Need the Postal Office,” Casey Cep (Unit 3, pages 159–160) ▪ “Lessons of Dr. Martin Luther King Jr.,” Cesar Chavez (Unit 4, pages 224–226) ▪ Speech Accepting the Sakharov Prize for Freedom of Thought, Aung San Suu Kyi—Anchor Text (Unit 5, pages 241–244) ▪ Excerpt from “On Tyranny: Twenty Lessons from the Twentieth Century,” Timothy Snyder (Unit 5, pages 249, 252–253) ▪ Brief excerpt from <i>Talking to Strangers: What We Should Know about the People We Don’t Know</i>, Malcolm Gladwell (Unit 5, page 266) ▪ “The Ways We Lie,” Stephanie Ericsson—Anchor Text (Unit 6, pages 302–308) ▪ The Ethics of Lying About Holiday Characters (student draft) (Unit 6, pages 308–309) ▪ “Liars: It Takes One to Know One,” Travis Riddle (Unit 6, pages 330–332) ▪ “Phone-Gate: North Shore’s Evans to Miss the Title Game,” Matt Malatesta (Unit 7, pages 393–394) ▪ “On Morality,” Joan Didion—Anchor Text (Unit 8, pages 465–469) ▪ Morality (student draft) (Unit 8, pages 469–470) ▪ “The Drowning Child and Expanding Circle,” Peter Singer (Unit 8, page 518) ▪ “Letter to the Editor” and response, Virginia O’Hanlon (Unit 8, page 546) ▪ “Are These 10 Lies Justified?” Gerald Dworkin (Unit 8, pages 548–550) ▪ “Ten Reasons Why You Shouldn’t Lie,” Barbara Greenberg Unit 8, pages 553–555) ▪ “How do we make moral decisions? (Unit 8, pages 553–554) ▪ “Correlation of sibling traits” (graph) (Unit 8, page 555) ▪ Brief excerpt from essay on the American flag, Mark Twain (Unit 9, page 574)
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Food and Food Production	<ul style="list-style-type: none"> ▪ "What We Eat" introduction from <i>Fast Food Nation</i>—Anchor Text (Unit 3, pages 113–120) ▪ Fast Food (student draft) (Unit 3, page 120) ▪ Top 10 Fast Food Locations by Number of Locations, 2019 (graph) (Unit 3, page 121) ▪ "The Perils of Pesticides," Cesar Chavez (Unit 3, pages 133–135) ▪ Migrant grape pickers (visual) (Unit 3, page 134) ▪ Produce and farmers at a farmer's market (visual) (Unit 3, page 138) ▪ "Hiring Locally for Farm Work is No Cure-All," Kirk Johnson (Unit 7, pages 456–457) ▪ "Farmers Finding Few Americans Willing To Do Jobs Immigrants Do," Doug Mataconis (Unit 7, page 458) ▪ "New Study Explodes Myth of 'Jobs Americans Won't Do,'" Brendan Kirby (Unit 7, page 459)
Games	<ul style="list-style-type: none"> ▪ "Games," from <i>Everything Bad is Good for You</i>, Steven Johnson—Anchor Text (Unit 9, pages 558–562) ▪ Paradoxically Traditional Life (Unit 9, page 583) ▪ Diversity in Video Games (Unit 9, pages 574–575) ▪ "Ratings Guide" for video games (visual) (Unit 9, page 594) ▪ "Teenager Wins Millions Playing Fortnite," Kyle Giersdorf, interview by David Greene (Unit 9, page 595) ▪ "Pathological Video-Game Use Among Youth," Douglas Gentile (graph) (Unit 9, page 596) ▪ "How Digital Game-Based Learning Improves Student Success," Ryan Juraschka (Unit 9, page 597) ▪ "Level Up Learning: A National Survey on Teaching with Digital Games," Lori M. Takeuchi and Sarah Vaala (Unit 9, page 598)

Health, Well-being, and Wellness	<ul style="list-style-type: none"> ▪ Speech: "A Whisper of AIDS," Mary Fisher (Unit 1, online) ▪ "What We Eat," introduction from <i>Fast Food Nation</i>, Eric Schlosser—Anchor Text (Unit 3, 113–120) ▪ Fast Food (student draft) (Unit 3, page 120) ▪ Top 10 Fast Food Locations by Number of Locations, 2019 (graph) (Unit 3, page 121) ▪ "The Perils of Pesticides," Cesar Chavez (Unit 3, pages 133–135) ▪ Migrant grape pickers (visual) (Unit 3, page 134) ▪ Produce and farmers at a farmer's market (visual) (Unit 3, page 138) ▪ Healthy school food choices (visual) (Unit 3, page 141) ▪ Excerpt: "Obesity prevention: the role of policies, laws and regulations," Boyd A. Swinburn (Unit 3, page 142) ▪ "Ditch the GPS. It's Ruining Your Brain," M. R. O'Connor (Unit 3, pages 169–171) ▪ Student draft on "The Role of Technology" (Unit 3, page 174) ▪ "Homelessness"—Anchor Text (Unit 4, pages 187–189) ▪ Homelessness (student draft) (Unit 4, pages 189–190) ▪ Speech Accepting the Sakharov Prize for Freedom of Thought, Aung San Suu Kyi—Anchor Text (Unit 5, pages 241–244) ▪ "False Starts," Anne Lamott (Unit 7, pages 438–440) ▪ "Gun Control" (student draft) (Unit 8, page 535)
Human Rights	<ul style="list-style-type: none"> ▪ Speech to UN Youth Assembly, Malala Yousafzai—Anchor Text (Unit 2, pages 53–55) ▪ Speech at UN Conference on Women, Hillary Clinton (Unit 2, online) ▪ Brief excerpt: UN Speech on the International Bill of Rights, Eleanor Roosevelt (Unit 2, page 68) ▪ "The Perils of Pesticides," Cesar Chavez (Unit 3, pages 133–135) ▪ Migrant grape pickers (visual) (Unit 3, page 134) ▪ "Lessons of Dr. Martin Luther King Jr.," Cesar Chavez (Unit 4, pages 224–226) ▪ Speech Accepting the Sakharov Prize for Freedom of Thought, Aung San Suu Kyi—Anchor Text (Unit 5, pages 241–244)

Immigration and Diversity	<ul style="list-style-type: none"> ▪ "Why Chinatown Still Matters," Maurice Berger (Unit 1, pages 39–41) ▪ "How Dearborn, Michigan became the heart of Arab America" (Unit 6, pages 366–367) ▪ "Fear and 'the problem' of the city's ethnic enclaves," Joe Greenholtz (Unit 6, pages 367–368) ▪ "Denmark Wants to Break Up Ethnic Enclaves" (Unit 6, pages 369–370) ▪ Residential Segregation, 2010 (graph) (Unit 7, page 450) ▪ "Hiring Locally for Farm Work is No Cure-All," Kirk Johnson (Unit 7, pages 456–457) ▪ "Farmers Finding Few Americans Willing To Do Jobs Immigrants Do," Doug Mataconis (Unit 7, page 458) ▪ "New Study Explodes Myth of 'Jobs Americans Won't Do,'" Brendan Kirby (Unit 7, page 459) ▪ La Pequeña Havana (photos of Little Havana, Miami, FL) (Unit 8, page 542) ▪ "In Defense of the Ethnic Enclaves," Gram Slattery (Unit 8, page 543)
Language and Writing	<ul style="list-style-type: none"> ▪ "Politics and the English Language," George Orwell (Unit 2, page 90) ▪ Excerpt from <i>A Room of One's Own</i>, Virginia Woolf (Unit 6, page 346) ▪ "That Crafty Feeling," Zadie Smith (Unit 6, pages 347–348) ▪ "False Starts," Anne Lamott (Unit 7, pages 438–440)
Morality	<ul style="list-style-type: none"> ▪ "On Morality," Joan Didion—Anchor Text (Unit 8, pages 465–469) ▪ Morality (student draft) (Unit 8, pages 469–470) ▪ "The Drowning Child and Expanding Circle," Peter Singer (Unit 8, page 518) ▪ "Letter to the Editor" and response, Virginia O'Hanlon (Unit 8, page 546) ▪ "Are These 10 Lies Justified?" Gerald Dworkin (Unit 8, pages 548–550) ▪ "Ten Reasons Why You Shouldn't Lie," Barbara Greenberg Unit 8, pages 553–555) ▪ "How do we make moral decisions?" (Unit 8, pages 553–554) ▪ "Correlation of sibling traits" (graph) (Unit 8, page 555) ▪ Brief excerpt from essay on the American flag, Mark Twain (Unit 9, page 574)

Policies, Regulations, Legislation, Laws	<ul style="list-style-type: none"> ▪ Greta Thunberg Speech at UN—Anchor Text (Unit 1, pages 4–5) ▪ Climate Change (student draft) (Unit 1, page 5) ▪ Speech: "A Whisper of AIDS," Mary Fisher (Unit 1, online) ▪ Speech to UN Youth Assembly, Malala Yousafzai—Anchor Text (Unit 2, pages 53–55) ▪ Global Education (Unit 2, pages 56–57) ▪ Speech at UN Conference on Women, Hillary Clinton (Unit 2, online) ▪ Opening section of Declaration of Independence (Unit 2, page 78) ▪ Short excerpt from Josephine Baker's speech at the "March on Washington" (Unit 2, page 79) ▪ "What We Eat" introduction from <i>Fast Food Nation</i>—Anchor Text (Unit 3, pages 113–120) ▪ Fast Food (student draft) (Unit 3, page 120) ▪ "The Perils of Pesticides," Cesar Chavez (Unit 3, pages 133–135) ▪ Excerpt: "Obesity prevention: the role of policies, laws and regulations," Boyd A. Swinburn (Unit 3, page 142) ▪ Excerpt: "Why we Need the Postal Office," Casey Cep (Unit 3, pages 159–160) ▪ "Homelessness"—Anchor Text (Unit 4, pages 187–189) ▪ Homelessness (student draft) (Unit 4, pages 189–190) ▪ "Lessons of Dr. Martin Luther King Jr.," Cesar Chavez (Unit 4, pages 224–226) ▪ Excerpt from "A Modest Proposal," Jonathan Swift (Unit 8, pages 510–511) ▪ "Charlton Heston Speech Excerpt" (Unit 8, pages 530–532) ▪ Gun Control (student draft) (Unit 8, page 537) ▪ "In Defense of the Ethnic Enclaves," Gram Slattery (Unit 8, page 543) ▪ Excerpts from "What to the Slave is the Fourth of July?" Frederick Douglass (Unit 9, pages 568–569)
Poverty	<ul style="list-style-type: none"> ▪ Speech to UN Youth Assembly, Malala Yousafzai—Anchor Text (Unit 2, pages 53–55) ▪ Global Education (student draft) (Unit 2, pages 56–57) ▪ Speech at UN Conference on Women, Hillary Clinton (Unit 2, online) ▪ "Homelessness"—Anchor Text (Unit 4, pages 187–189) ▪ Homelessness (student draft) (Unit 4, pages 189–190) ▪ "Lessons of Dr. Martin Luther King Jr.," Cesar Chavez (Unit 4, pages 224–226) ▪ "Hiring Locally for Farm Work is No Cure-All," Kirk Johnson (Unit 7, pages 456–457) ▪ "Farmers Finding Few Americans Willing To Do Jobs Immigrants Do," Doug Mataconis (Unit 7, page 458) ▪ "New Study Explodes Myth of 'Jobs Americans Won't Do,'" Brendan Kirby (Unit 7, page 459) ▪ Excerpt from "A Modest Proposal," Jonathan Swift (Unit 8, pages 510–511)

Sports and Athletics	<ul style="list-style-type: none"> ▪ Synthetic Turf (Unit 1, page 45) ▪ "Replay in Sports Isn't the Problem—Judgment Is" (Unit 2, pages 96–99) ▪ "Is Dance a Sport?" (Unit 5, pages 284–285) ▪ "Super Bowl Holiday" (Unit 6, page 361) ▪ "Phone–Gate: North Shore's Evans to Miss the Title Game," Matt Malatesta (Unit 7, pages 393–394)
Technology	<ul style="list-style-type: none"> ▪ Synthetic Turf (Unit 1, page 45) ▪ "Replay in Sports Isn't the Problem—Judgment Is" (Unit 2, pages 96–99) ▪ "What We Eat" introduction from <i>Fast Food Nation</i>—Anchor Text (Unit 3, pages 113–120) ▪ "Ditch the GPS. It's Ruining Your Brain," M. R. O'Connor (Unit 3, pages 169–171) ▪ Student draft on "The Role of Technology" (Unit 3, page 174) ▪ "Fifty Years Ago We Landed on the Moon, Jill Lapore" (Unit 4, pages 203–204) ▪ "How the Loss of the Landline Is Changing Family Life," Julia Cho (Unit 7, pages 383–386) ▪ The Amish and Technology Use (Unit 7, pages 386–387) ▪ "Phone–Gate: North Shore's Evans to Miss the Title Game," Matt Malatesta (Unit 7, pages 393–394) ▪ "It's a Smartphone Life," Anya Kamanetz (Unit 7, pages 413–414) ▪ New York City Subway (student draft) (Unit 7, page 443) ▪ "Games," from <i>Everything Bad is Good for You</i>, Steven Johnson—Anchor Text (Unit 9, pages 558–562) ▪ Paradoxically Traditional Life (Unit 9, page 583) ▪ Diversity in Video Games (Unit 9, pages 574–575) ▪ "Ratings Guide" for video games (visual) (Unit 9, page 594) ▪ "Teenager Wins Millions Playing Fortnite," Kyle Giersdorf, interview by David Greene (Unit 9, page 595) ▪ "Pathological Video–Game Use Among Youth," Douglas Gentile (graph) (Unit 9, page 596) ▪ "How Digital Game–Based Learning Improves Student Success," Ryan Juraschka (Unit 9, page 597) ▪ "Level Up Learning: A National Survey on Teaching with Digital Games," Lori M. Takeuchi and Sarah Vaala (Unit 9, page 598)

Truth and Lies	<ul style="list-style-type: none"> ▪ "The Ways We Lie," Stephanie Ericsson—Anchor Text (Unit 6, pages 302–308) ▪ The Ethics of Lying About Holiday Characters (student draft) (Unit 6, pages 308–309) ▪ "Liars: It Takes One to Know One," Travis Riddle (Unit 6, pages 330–332) ▪ "On Morality," Joan Didion—Anchor Text (Unit 8, pages 465–469) ▪ "Letter to the Editor" and response, Virginia O'Hanlon (Unit 8, page 546) ▪ "Are These 10 Lies Justified?" Gerald Dworkin (Unit 8, pages 548–550) ▪ "Ten Reasons Why You Shouldn't Lie," Barbara Greenberg (Unit 8, pages 553–555) ▪ "How do we make moral decisions? (Unit 8, pages 553–554) ▪ "Correlation of sibling traits" (graph) (Unit 8, page 555) ▪ Brief excerpt from essay on the American flag, Mark Twain (Unit 9, page 574)
Values	<ul style="list-style-type: none"> ▪ Greta Thunberg Speech at UN—Anchor Text (Unit 1, pages 4–5) ▪ Climate Change (student draft) (Unit 1, page 5) ▪ Speech: "A Whisper of AIDS," Mary Fisher (Unit 1, online) ▪ "Why Chinatown Still Matters," Maurice Berger (Unit 1, pages 39–41) ▪ Speech to UN Youth Assembly, Malala Yousafzai—Anchor Text (Unit 2, pages 53–55) ▪ Global Education (Unit 2, pages 56–57) ▪ Speech at UN Conference on Women, Hillary Clinton (Unit 2, online) ▪ Brief excerpt: UN Speech on the International Bill of Rights, Eleanor Roosevelt (Unit 2, page 68) ▪ Opening section of Declaration of Independence (Unit 2, page 78) ▪ Short excerpt from Josephine Baker's speech at the "March on Washington" (Unit 2, page 79) ▪ "What We Eat" introduction from <i>Fast Food Nation</i>—Anchor Text (Unit 3, pages 113–120) ▪ Produce and farmers at farmer's market (visual) (Unit 3, page 138) ▪ Excerpt: "Why we Need the Postal Office," Casey Cep (Unit 3, pages 159–160) ▪ Excerpt from "Living Like Weasels," Annie Dillard (Unit 4, pages 198–199) ▪ "Fifty Years Ago We Landed on the Moon," Jill Lepore (Unit 4, pages 203–204)

Values (cont'd)	<ul style="list-style-type: none"> ▪ Speech at Islamic Center at Washington, D.C. (Unit 4, pages 208–209) ▪ “Tuskegee University Commencement Address,” Michelle Obama (Unit 5, online) ▪ “The Ways We Lie,” Stephanie Ericsson—Anchor Text (Unit 6, pages 302–308) ▪ The Ethics of Lying About Holiday Characters (student draft) (Unit 6, pages 308–309) ▪ “Liars: It Takes One to Know One,” Travis Riddle (Unit 6, pages 330–332) ▪ “Nine-year-olds, Meet Monet,” Ellen Goodman (Unit 6, pages 356–358) ▪ Super Bowl Holiday (Unit 6, pages 361) ▪ “Fear and ‘the problem’ of the city’s ethnic enclaves,” Joe Greenholtz (Unit 6, pages 367–368) ▪ “Denmark Wants to Break Up Ethnic Enclaves” (Unit 6, pages 369–370) ▪ “How the Loss of the Landline Is Changing Family Life,” Julia Cho (Unit 7, pages 383–386) ▪ The Amish and Technology Use (student draft) (Unit 7, pages 386–387) ▪ “The Drowning Child and Expanding Circle,” Peter Singer (Unit 8, page 518) ▪ “Charlton Heston Speech Excerpt” (Unit 8, pages 530–532) ▪ Gun Control (Unit 8, page 535) ▪ “In Defense of the Ethnic Enclaves,” Gram Slattery (Unit 8, page 543) ▪ “Speech and Immorality” (Unit 8, pages 547–548) ▪ “Are These 10 Lies Justified?” Gerald Dworkin (Unit 8, pages 548–550) ▪ “Ten Reasons Why You Shouldn’t Lie,” Barbara Greenberg (Unit 8, pages 553–555) ▪ “How do we make moral decisions?” (Unit 8, pages 553–554) ▪ “Correlation of sibling traits” (graph) (Unit 8, page 555) ▪ “Games,” from <i>Everything Bad is Good for You</i>, Steven Johnson—Anchor Text (Unit 9, pages 558–562) ▪ Paradoxically Traditional Life (student draft) (Unit 9, page 563) ▪ “What to the Slave is the Fourth of July?” Frederick Douglass (Unit 9, pages 568–569)
Women’s Rights	<ul style="list-style-type: none"> ▪ Speech to UN Youth Assembly, Malala Yousafzai—Anchor Text (Unit 2, pages 53–55) ▪ Speech at UN Conference on Women, Hillary Clinton (Unit 2, online) ▪ Speech Accepting the Sakharov Prize for Freedom of Thought, Aung San Suu Kyi—Anchor Text (Unit 5, pages 241–244) ▪ Excerpt from <i>A Room of One’s Own</i>, Virginia Woolf (Unit 6, page 346) ▪ Disney Princesses (Unit 9, page 590)

Inquiry Activities for Writing Rhetorically by Jennifer Fletcher

The activities in this resource support students in developing flexible, inquiry-based processes for responding to diverse rhetorical situations.

Analyzing the Rhetorical Situation

Students can prepare to join a conversation by analyzing specific elements of the rhetorical situation they’ll be engaging. The following questions guide them through this process:

- What’s the problem? (exigence)
- What do you want to do about it? (purpose)
- Who has the power to make this change? (audience)
- What’s the best way to reach this audience? (genre)
- Why is now the right time to act? (kairos) (from *Writing Rhetorically*, Stenhouse Publishers)

These questions help students explore the issue, generate preliminary ideas for responding, and identify potential audiences and purposes. Encourage students to keep an open mind as they investigate their topic and context. They may need to revise their initial thinking as they work to develop an informed position.

After students have identified a rhetorical situation for their writing, they can plan their next steps. What kind of research or inquiry work will they need to do to better understand the issue and context? What books, articles, videos, or other texts do they need to read or view? Is there anyone they should interview? Who can help them? Ask students to make a quick list of sources (primary and secondary), people, and mentors they might need to consult to make a productive contribution to the conversation.

Primary sources can include first-hand accounts such as diaries and interviews, as well as “raw” data (e.g., surveys, statistics, legal documents, and photographs). Secondary sources, on the other hand, provide an interpretation or analysis of the primary source material. Remind students that what counts as a primary or secondary source partly depends on the inquiry question. For instance, a research paper on historiography, or the practice of writing about history, might use a history textbook as a primary source. In other contexts, a history textbook might serve as a secondary source on a particular historical event or period.

See page 8 for a review of key components of rhetorical situation.

Identifying a Question at Issue

Understanding a rhetorical situation includes knowing what is “at issue” (a shared concern) for a particular audience. Identifying the question(s) at issue in a conversation—that is, the question(s) people are asking and care about answering—enables writers to engage with other writers in the “unending conversation” described in Unit 1.

You can support students as developing writers by modeling how to identify arguable issues in the texts they read. For example, after students read Greta Thunberg’s speech in Unit 1, you can demonstrate for students how you might think about the questions Thunberg is raising and attempting to answer in her speech. What is “at issue” in the conversation Thunberg is joining on climate change? Where are the points of disagreement? How is she situating herself in relation to these disagreements?

Students can also consider the particular questions driving Thunberg to take rhetorical action through her speech to the United Nations. How, for instance, might she have been provoked