

### **Composing on Your Own (p.5)**

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

### **Composing on Your Own (p.18)**

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

### **Composing on Your Own (p.22)**

As you have read, the elements of the rhetorical situation greatly influence a writer's choices. Take time now to choose or create a rhetorical situation for the writing you have been developing in this unit. Choose or adapt any of the following contexts, audiences, and purposes or create your own. (You are always free to use the rhetorical situation you are *actually* in: context—assignment; audience—teacher and/or peers; purpose—to demonstrate your skill). With your rhetorical situation in mind, try to express your key idea in a claim that might serve as the basis of an argument. To arrive at your claim, go through the process of narrowing a subject shown in Table 1-4 on page 20. Save your work for future use.

### **Composing on Your Own (p.24)**

Review the claim you developed as the basis of an argument (see page 22) and the information in Table 1-2 and Figure 1-4 that shows different categories of thought and how they might be sources of evidence. Also review the choices you made about your rhetorical situation. Keep those in mind as you complete this activity.

Make a chart like the one below to gather evidence you can use to support your claim. Use sources from a variety of materials, not just your own experience. You may end up not using all of your evidence. Refer to Table 1-5 on page 26 and use as many rows as you need. A few rows have been started for you. Save your work for future use.

### **Composing on Your Own (p.32)**

Review the claim you developed as the basis of an argument. Revise it as needed to make sure it is defensible, complex, provocative, and appropriate for your rhetorical situation. Depending on how you revise your claim, review the evidence to make sure it is still relevant. Save your work.

### **Composing on Your Own (p.38)**

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