



ELA Virtual Learning

**AP Language and Composition
Argumentation**

May 8, 2020



AP Language & Composition

Lesson: May 8, 2020

Objectives:

1. Analyze the overall effectiveness of an argument.
2. Identify and explain claims and evidence within an argument.
3. Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
4. Recognize and explain the use of methods of development to accomplish a purpose.



Before you begin

The link below will take you to a page on the College Board's website where an AP grader shares his experience grading argumentative essays and identifies specific mistakes that prevented students from earning a high score.

Click [here](#).

After you read his comments, identify how the student's essay that you will read as part of this lesson avoids the mistakes the AP grader points out.



Today's Lesson

- Today you will read a student's essay in response to the same prompt you wrote about. This essay has been scored by the College Board and is an excellent example of an argumentative essay.
- The point of today's lesson is to identify specific things the student does well that make the essay so powerful.
- Read the essay on pages 4-7 of the PDF. Click [here](#).



Today's Lesson - continued

The following prompt was part of the 2018 AP exam and can be accessed on the [College Board's website](#).

“In her book *Gift from the Sea*, author and aviator Anne Morrow Lindberg (1906-2001) writes, “We tend not to choose the unknown which might be a shock or disappointment or simply a little difficult to cope with. And yet it is the unknown with all its disappointments and surprises that is the most enriching.”

Consider the value Lindberg places on choosing the unknown. Then write an essay in which you develop your own position on the value of exploring the unknown. Use appropriate, specific evidence to illustrate and develop your position.”



Practice

After carefully reading the student's essay, answer the questions below.

1. Make a list of 4-5 specific strengths you notice in the essay.

Before moving on to the next questions, read the next slide and check your answers to #1.



Check your work

1. Make a list of 4-5 specific strengths you notice in the essay.
 - Thesis responds to the prompt and is clear and concise
 - Demonstrates an impressive control of language throughout
 - Uses a variety of evidence
 - Clearly organized with strong transitions
 - Well-developed examples
 - Convincing commentary that explains how the evidence supports the claim



Practice - continued

2. Does the student introduce the topic of the essay?
3. Is the thesis statement clear?
4. Why is the type of evidence effective?
5. What is the common thread that links the body paragraphs?



Practice - continued

6. Identify specific sentences in the first paragraph that relate the evidence to the prompt.
7. Does the student transition from the first body paragraph to the second?
8. Identify specific sentences in the second paragraph that relate the evidence to the prompt.
9. Identify specific sentences in the third paragraph that relate the evidence to the prompt.

Check your work

2. Does the student introduce the topic of the essay?

Yes, the first three sentences introduce the topic.

3. Is the thesis statement effective?

It's clear and concise. It also lays out the organization of the essay.

4. Why is the evidence throughout the essay effective?

- **The student uses a variety of evidence: science, music, literature**
- **It is explained clearly and developed thoroughly. It also directly addresses the prompt.**

5. What is the common thread that links the body paragraphs?

Each paragraph focuses on “development” in some way.



Check your work - continued

6. Identify specific sentences in the first paragraph that relate the evidence to the prompt.
 - “Kennedy set out to explore one of the biggest unknowns...subsequent technological development benefitted all aspects of society.”
 - “...yet it was his desire to enter into the unfamiliar...”
 - “...made their names by engaging with the unknown.”

7. Does the student transition from the first body paragraph to the second?
Yes, the entire first sentence acts as the transition.

Check your work - continued

8. Identify specific sentences in the second paragraph that relate the evidence to the prompt.
 - “The most notable example of an exploration into the unknown...”
 - “...he did this by exploring the possibilities...”
 - “...musicians are continuing to explore the limitless possibilities of sound.”
 - “By breaking the constraints...”

9. Identify specific sentences in the third paragraph that relate the evidence to the prompt.
 - “While his exploration of new ideas...”
 - “Thus, Thoreau’s decision to...”