

SONGLIST

1939

STRANGE FRUIT

Billie Holiday

1957

WE SHALL OVERCOME

Pete Seeger

1963

I WISH I KNEW HOW IT WOULD FEEL TO BE FREE

Nina Simone

1967

SOUL MAN

Sam and Dave

DESCRIPTION

John Mayer might be waiting on the world to change, but that's not what we want our students to do. This presentation will focus on instructional approaches and assignments that empower students to apply the skills they learn in school to create change in their communities today. Participants will learn how to structure and assess civic engagement-based projects such as the C-SPAN StudentCam contest, the New York Times Student Editorial contest, and crafting questions for local school board candidates. Presenters will also share their approaches to using exemplar texts related to social justice, including Langston Hughes "Let America Be America Again," Martin Luther King's Letter from Birmingham Jail, Greta Thunberg's speech at the 2019 U.N. Climate Summit, Malcolm Gladwell's essay "Why the Revolution Will Not Be Tweeted," and persuasive political posters. Participants will view student models and engage in discussion around how the ideas presented could work in their own classrooms.



TEACHING RHETORIC THROUGH
PROJECT BASED
ASSIGNMENTS &
EXEMPLAR TEXTS

By Kate Cordes, Megan Harowitz, and Krista McKim



OVERVIEW

MENTOR TEXT

“Let America Be America Again”

MENTOR TEXT

“Letter from Birmingham Jail”

MENTOR TEXT

“2019 UN Climate Summit”

MENTOR TEXT

“Why the Revolution Will Not Be Tweeted”



PROJECT

C-SPAN Documentary Contest

PROJECT

New York Times Editorial Contest

PROJECT

Letter to a Politician



STRUCTURE OF AP LANG

01

QUARTER ONE

**RHETORICAL ANALYSIS - THE
CIVIL RIGHT ACT OF 1964
AND VOTING RIGHTS ACT OF
1965**

02

QUARTER TWO

**SYNTHESIS -
C-SPAN CONTEST**

03

QUARTER THREE:

**ARGUMENT -
EDITORIAL CONTEST
AND LETTER TO A
POLITICIAN**

04

QUARTER FOUR:

**REVIEW,
SPEECHES, AND
COLLEGE PREP**

RHETORICAL SITUATION

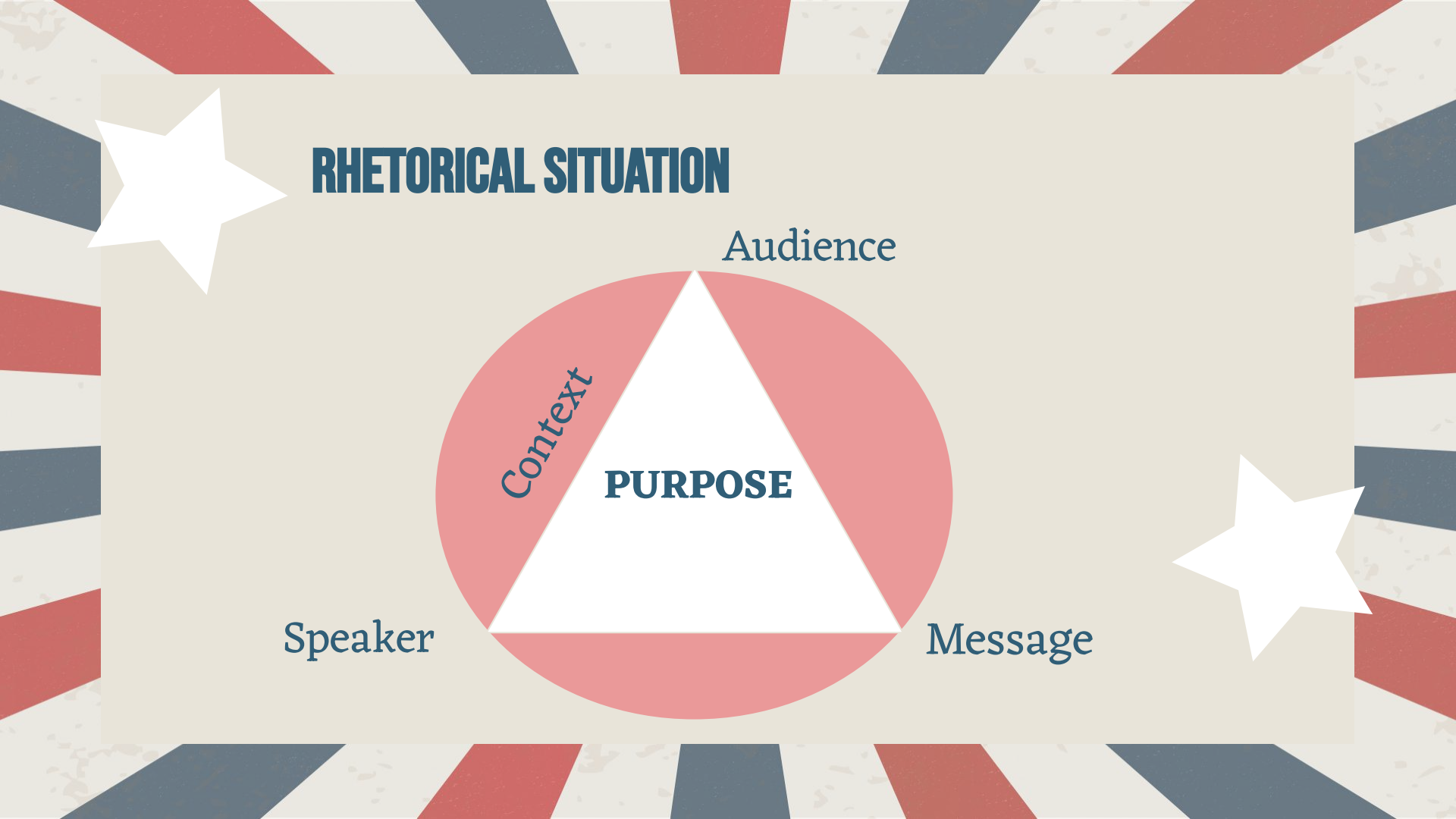
Audience

Context

PURPOSE

Speaker

Message





01

LANGSTON HUGHES

“Let America Be America Again”

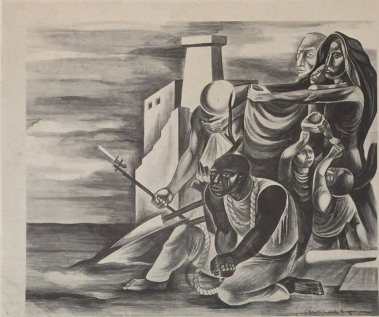


ILLUSTRATION BY MITCHELL SIPCHEN

Let America Be America Again
by LANGSTON HUGHES

Let America be America again.
Let it be the dream it used to be.
Let it be the pioneer on the plain
Seeking a better home where his kindred is free.
(America never was America to me.)

Let America be the dream the dreamers dreamed—
Let it be that great strong land of love
Where never kings converge nor tyrants scheme
That any man be crushed by one above.
(It never was America to me.)

O, let my land be a land where Liberty
Is crowned with no false patriotic wreath,
But opportunity is real, and life is free,
Equality is in the air we breathe.

(There's never been equality for me,
Nor freedom in this "homeland of the free.")

Say, who are you that mumble in the dirt?
And who are you that dance your eel across the street?

I am the poor white, fooled and pushed apart,
I am the Negro bearing slavery's scars.
I am the red man driven from the land,
I am the immigrant clutching the hope I seek—
And finding only the same old stupid plan
Of dog eat dog, of mighty crush the weak.

I am the young man, full of strength and hope,
Trampled in that ancient endless chain
Of profit, power, gain; of greed the lord!
Of grab the gold! Of grab the ways of satisfying need!
Of work the meal! Of take the pay!
Of owning everything for one's own greed!

I am the farmer, bondman to the soil,
I am the worker sold to the machine,
I am the Negro, servant to you all,
I am the People, humble, hungry, mean—
Hungry yet today despite the dream.
Dustier yet today—O, Protestants!
I am the man who never got ahead,
The poorest worker hartered through the years.

Yet I'm the one who dreamt our basic dream
In that old world whose will still a-seek of kings,
Who dreamt a dream so strong, so brave, so true,
That even yet its mighty daring sings
In every brick and stone in every furrow turned
That's made America the land it has become.


O, I'm the man who sold these sixty acres
In search of what I meant to be my home—
For I'm the one who left dark, Ireland's shore,
And Piskid's plain, and England's grassy lea,
And kern from black Afro's strand I came
To build a "homeland of the free."

The free,
Who said the free?

Esquire
June 1, 1936



Pre-Reading

- Langston Hughes - famous writer of the Harlem Renaissance in the 1920s and 1930s
 - “Let America Be America Again” - published in *Esquire* magazine in 1936
- 



bit.ly/HughesLetAmBe



Bitly links are case-sensitive.



Let America Be America Again

by LANGSTON HUGHES

LET America be America again.
Let it be the dream it used to be.
Let it be the pioneer on the plain
Seeking a home where he himself is free.

(America never was America to me.)

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Equality is in the air we breathe.

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Nor freedom in this "homeland of the free.")

*Say, who are you that mumbles in the dark?
And who are you that draws your veil across the stars?*

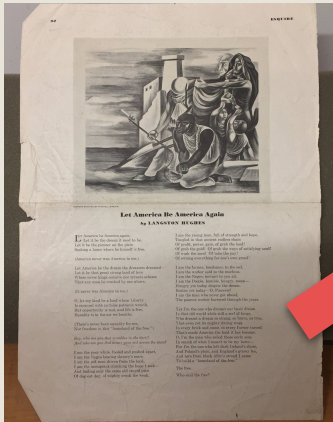
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Yet I'm the one who dreamt our basic dream
In that old world while still a serf of kings,
Who dreamt a dream so strong, so brave, so true,
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In every brick and stone, in every furrow turned
That's made America the land it has become.
O, I'm the man who sailed those early seas
In search of what I meant to be my home—
For I'm the one who left dark Ireland's shore,
And Poland's plain, and England's grassy lea,
And torn from black Africa's strand I came
To build a "homeland of the free."

The free.
Who said the free?





Pre-Reading cont.

What might the title
“Let America Be America Again” mean?



O, let my land be a land where Liberty
Is crowned with no false patriotic wreath,
But opportunity is real, and life is free,
Equality is in the air we breathe.

(There's never been equality for me,
Nor freedom in this "homeland of the free.")

Why does the speaker say,

There's never been equality for me,
Nor freedom in this 'homeland of the free'?"?

Adapted from the Bill of Rights Institute's "The Plainest Demands of Justice"

*Say, who are you that mumbles in the dark?
And who are you that draws your veil across the stars?*

I am the poor white, fooled and pushed apart,
I am the Negro bearing slavery's scars.
I am the red man driven from the land,
I am the immigrant clutching the hope I seek—
And finding only the same old stupid plan
Of dog eat dog, of mighty crush the weak.

Why do you think the speaker includes these groups in particular?

Adapted from the Bill of Rights Institute's "The Plainest Demands of Justice"

O, let America be America again—
The land that never has been yet—
And yet must be—the land where *every* man is free.
The land that's mine—the poor man's, Indian's, Negro's, ME—
Who made America,
Whose sweat and blood, whose faith and pain,
Whose hand at the foundry, whose plow in the rain,
Must bring back our mighty dream again.

What do you think “mighty dream” refers to?

Adapted from the Bill of Rights Institute's “The Plainest Demands of Justice”

Sure, call me any ugly name you choose—
The steel of freedom does not stain.
From those who live like leeches on the people's lives,
We must take back our land again,
America!

O, yes,
I say it plain,
America never was America to me,
And yet I swear this oath—
America will be!

How would you say the speaker feels about the American dream?

Adapted from the Bill of Rights Institute's "The Plainest Demands of Justice"

Imagine the speaker engaged in a discussion with another character.

- What does the poem's speaker need to persuade the other person to do or think?
- How does each person feel about the the topic in particular? the discussion in general?
 - What is one physically observable action that indicates these feelings?
 - What are 3-4 comments or questions the other person might make or ask in response to the speaker's message?



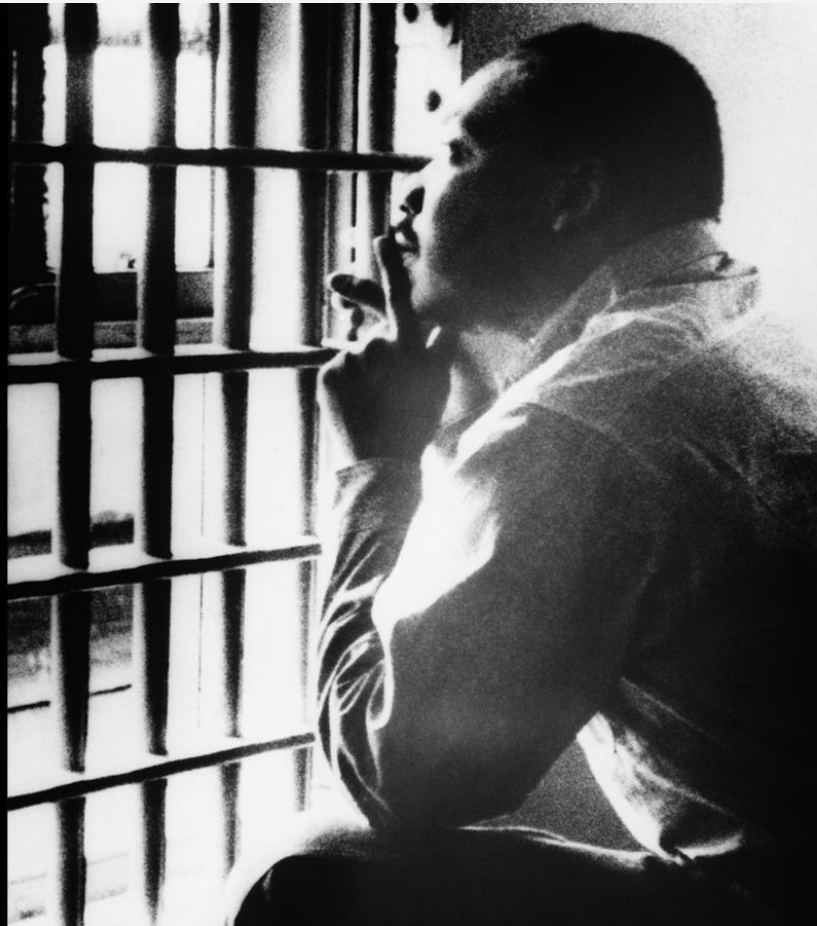
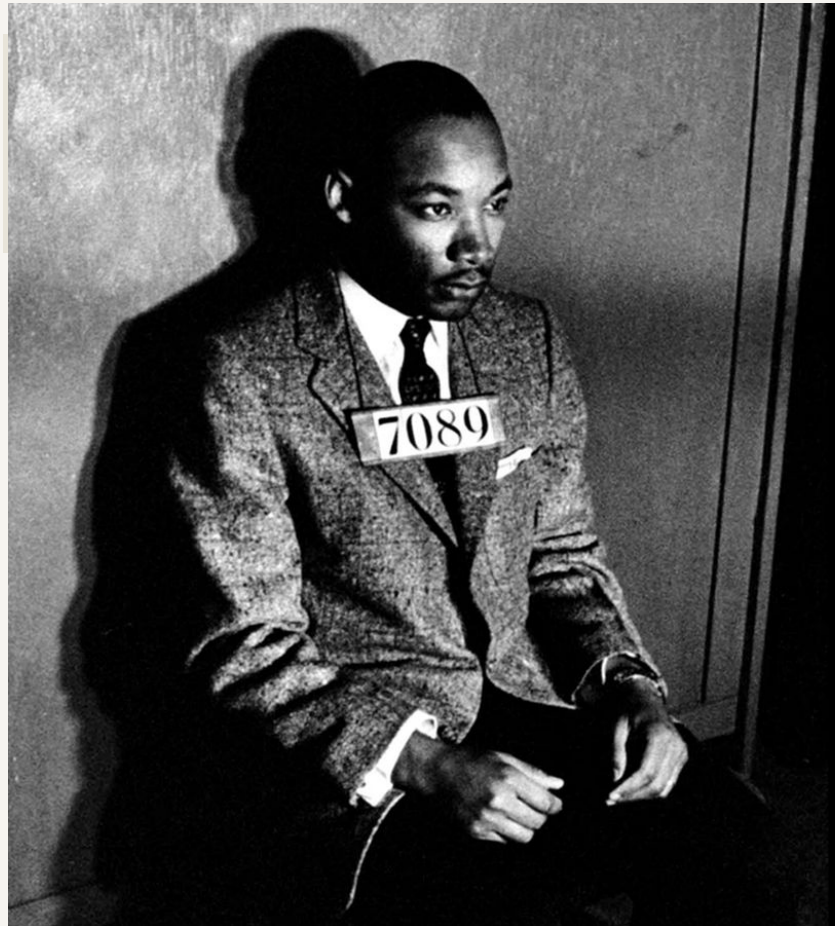


DAY ONE

**DR. MARTIN LUTHER
KING, JR.'S
LETTER FROM
BIRMINGHAM JAIL**

CONTEXT





Following is a verbatim copy of the public statement by eight Alabama clergymen which occasioned Dr. King's reply.

April 12, 1963

We the undersigned clergymen are among those who, in January, issued "An Appeal for Law and Order and Common Sense," in dealing with racial problems in Alabama. We expressed understanding that honest convictions in racial matters could properly be pursued in the courts, but urged that decisions of those courts should in the meantime be peacefully obeyed.

Since that time there had been some evidence of increased forbearance and a willingness to face facts. Responsible citizens have undertaken to work on various problems which cause racial friction and unrest. In Birmingham, recent public events have given indication that we all have opportunity for a new constructive and realistic approach to racial problems.

However, we are now confronted by a series of demonstrations by some of our Negro citizens, directed and led in part by outsiders. We recognize the natural impatience of people who feel that their hopes are slow in being realized. But we are convinced that these demonstrations are unwise and untimely.

We agree rather with certain local Negro leadership which has called for honest and open negotiation of racial issues in our area. And we believe this kind of facing of issues can best be accomplished by citizens of our own metropolitan area, white and Negro, meeting with their knowledge and experience of the local situation. All of us need to face that responsibility and find proper channels for its accomplishment.

Just as we formerly pointed out that "hatred and violence have no sanction in our religious and political traditions," we also point out that such actions as incite to hatred and violence, however technically peaceful those actions may be, have not contributed to the resolution of our local problems. We do not believe that these days of new hope are days when extreme measures are justified in Birmingham.

We commend the community as a whole, and the local news media and law enforcement officials in particular, on the calm manner in which these demonstrations have been handled. We urge the public to continue to show restraint should the demonstrations continue, and the law enforcement officials to remain calm and continue to protect our city from violence.

We further strongly urge our own Negro community to withdraw support from these demonstrations, and to unite locally in working peacefully for a better Birmingham. When rights are consistently denied, a cause should be pressed in the courts and in negotiations among local leaders, and not in the streets. We appeal to both our white and Negro citizenry to observe the principles of law and order and common sense.

Signed by:

C. C. J. CARPENTER, D.D., LL.D., Bishop of Alabama
JOSEPH A. DURICK, D.D., Auxiliary Bishop, Diocese of Mobile-Birmingham
Rabbi MILTON L. GRAFMAN, Temple Emanu-El, Birmingham, Alabama
Bishop PAUL HARDIN, Bishop of the Alabama-West Florida Conference of the Methodist Church
Bishop NOLAN B. HARMON, Bishop of the North Alabama Conference of the Methodist Church
GEORGE M. MURRAY, D.D., LL.D., Bishop Coadjutor, Episcopal Diocese of Alabama
EDWARD V. RAMAGE, Moderator, Synod of the Alabama Presbyterian Church in the United States
EARL STALLINGS, Pastor, First Baptist Church, Birmingham, Alabama

Reread the letter to King, what
what four main claims
(accusation) that the clergymen
are making to King?

bit.ly/KingClergyLetter



THE CLERGYMEN'S CLAIMS

- 1) King is an **outsider**, this should be handled by the people of Birmingham.
- 2) He and his followers should **negotiate** for change rather than demonstration.
- 3) Their actions are "**unwise and untimely.**"
- 4) There is no justification for breaking the law.
(EXTREME)

THE ART OF THE COUNTERARGUMENT

PART ONE - The opponent's argument: Usually, you should not assume that your reader has read or remembered the argument you are refuting. Thus, at the beginning of your paragraph, you need to state, accurately and fairly, the main points of the argument you will refute.

PART TWO - Your position: Next, make clear the nature of your disagreement with the argument or position you are refuting.

THE ART OF THE COUNTERARGUMENT

PART THREE - Refutation, Concession, or Qualifier

Your refutation: If you challenge the writer's evidence, then you must present the more recent evidence. If you challenge assumptions, then you must explain why they do not hold up. If your position is that the piece is filled with fallacies, then you must present and explain each fallacy.

Concession: You agree that your opponent has a point, but explain why your points are more important.

Qualifier: You agree that your opponent has a point, but only under certain circumstances.


THE ART OF THE COUNTERARGUMENT



PART ONE - The opponent's argument

PART TWO - Your position

PART THREE - Refutation, Concession, or Qualifier

- Your refutation
 - Concession
 - Qualifier
- 



bit.ly/KingBirminghamLetter

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(EXTREME)

Underline King's counterarguments to that claim.



ANALYZING & RESPONDING TO
SPEECH TO THE
UNITED NATIONS

By Greta Thumburg

SCAFFOLDED QUESTIONS & ANNOTATIONS



“

People are suffering.
People are dying.
Entire ecosystems are
collapsing. We are at
the beginning of a
mass extinction and
all you can talk about
is money and fairy
tales of eternal
economic growth.
How dare you.

Greta Thunberg

16-year-old environmental activist
to world leaders at the United
Nations climate summit

USA TODAY




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 **USA TODAY**



**Where do we see
evidence of her
understanding of
the audience?**

**Underline & explain
in the margin.**




“

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 **USA TODAY**



**Thunberg assumes the
persona of an adult
and characterizes the
adults as children.**

Highlight the evidence.




“

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 **USA TODAY**




**Circle FIVE words
that POP. In the
margin, explain
their connotations.**



ANALYZING & RESPONDING TO
WHY THE REVOLUTION
WILL NOT BE
TWEETED

By Malcolm Gladwell



“Fifty years after one of the most extraordinary episodes of social upheaval in American history, we seem to have forgotten what activism is.”

ZOOMING IN




THE WORD

What single word captured your attention or struck you as powerful?

THE PHRASE

What phrase (2 - 3 words) moved, provoked, or engaged you?



PRINCIPLES OF STICKINESS

PRINCIPLE 1



SIMPLE

Simplicity isn't about dumbing down, it's about prioritizing. (Southwest will be THE low-fare airline.) What's the core of your message? Can you communicate it with an analogy or high-concept pitch?

PRINCIPLE 2



UNEXPECTED

To get attention, violate a schema. (The Nordie who ironed a shirt...) To hold attention, use curiosity gaps. (What are Saturn's rings made of?) Before your message can stick, your audience has to want it.

PRINCIPLE 3



CONCRETE

To be concrete, use sensory language. (Think Aesop's fables.) Paint a mental picture. ("A man on the moon...") Remember the Velcro theory of memory—try to hook into multiple types of memory.

PRINCIPLE 4



CREDIBLE

Ideas can get credibility from outside (authorities or anti-authorities) or from within, using human-scale statistics or vivid details. Let people "try before they buy." (Where's the Beef?)

PRINCIPLE 5



EMOTIONAL

People care about people, not numbers. (Remember Rokia.) Don't forget the WIIFY (What's In It For You). But identity appeals can often trump self-interest. ("Don't Mess With Texas" spoke to Bubba's identity.)

PRINCIPLE 6



STORIES

Stories drive action through simulation (what to do) and inspiration (the motivation to do it). Think Jared. Springboard stories (See Denning's World Bank tale) help people see how an existing problem might change.

S

NEW YORK TIMES BESTSELLER

Why Some Ideas Survive
and Others Die

MADE
to
STICK

Chip Heath & Dan Heath

With ADDED MATERIAL (now extra sticky!)



Kleenex® Brand @Kleenex · Nov 15, 2022

Don't forget to [#GrabKleenex](#) – if your nose doesn't need it, your naptime might! Thanks, Christina, for sharing! ❤️



Kleenex® Brand @Kleenex · Mar 13

Was it just us or did anyone else need to [#GrabKleenex](#) during his speech?



usatoday.com

Watch Ke Huy Quan's emotional Oscars acceptance speech: 'This is t...
There were suddenly tears everywhere, all at once when Ke Huy Quan won his first Oscar. Read his emotional acceptance speech in full here.

CHAPTER 1

HOW TO GET FIRED UP

SUBSCRIBE
ELLE



0:13 / 5:29



How [#BlackLivesMatter](#) and [#MeToo](#) Went From Hashtags to Movements | Fired Up | ELLE



#YOURTURN

#TheContext: You are a high school student living in the 1960's and social media exists. You have participated in sit-ins and protests, and you want to convince high school students across the country to participate as well.

#TheChallenge: Create a Tweet or IG post that aims to persuade other high school students to participate in a sit-in or protest. You must use the phrase from Gladwell's essay that you selected. Beyond that, be as creative as you'd like! Think about the six stickiness principles (slide 19)!

#TheResource: [Canva.com](https://www.canva.com)

STUDENT EXAMPLES

- ★ In what ways does the example demonstrate an understanding of the purpose of the Principles of Stickiness?
- ★ What feedback might you give this student?



bit.ly/Student-Examples

PRINCIPLES OF STICKINESS

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With ADDED MATERIAL (now extra sticky!)

#SitInToStandUp



National Lunch Counter Sit-In Protest

On Saturday, September 12, head to your local lunch counter and sit in. Support the civil rights movement, make a change. Bring your friends and family! Remember, "weak ties seldom lead to high-risk activism." Be like the brave protesters at Greensboro.

1.





"Seventy thousand students eventually took part."

2.

#WE CAN DO THIS TOGETHER.



3.

Not much can be done through social media. Low-risk activism leads to little reward. So, come join us at the sit-ins and share your voice! In order to get the change you know is needed.
#high-riskactivism.




SHARE YOUR VOICE!
#HIGH-RISKACTIVISM





#CROWDSOURCING

With what other texts might you pair with a social media challenge such as this?





05

**C-SPAN
DOCUMENTARY**

**\$100K
IN PRIZES**



STUDENT

**C-SPAN
STUDENT**

New StudentCam 2024 Theme

Looking Forward, While Considering the Past

Students, to mark C-SPAN StudentCam's 20th anniversary, pick one of the following prompts to address:

A) In the next 20 years, what is the most important change that you would like to see in America?
Detail a specific issue that is important to you and the evolution of related policies, laws, and actions that you want to see in the future.

- OR -

B) Over the past 20 years, what has been the most important change in America?
Examine a specific law, event, or invention, explain its impact and why it is important to you.



StudentCam 2022 Honorable Mention - Oysters in the Chesapeake Bay

cspanstudentcam

More from this user

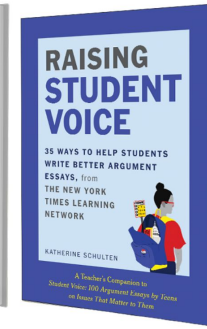
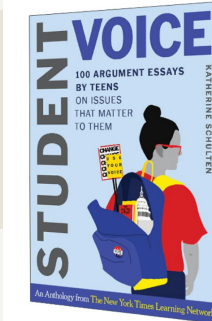
Monday	Tuesday	Wednesday	Thursday	Friday
11/7 PD	11/8 Holiday	11/9 Letter for Pulitzer Center Contest Gun Safety Guest Speaker	11/10 Media Center - Research Days	11/11 Media Center - Research Days
11/14 Intro Student Cam Get to Know Table Due Dates and Deadlines	11/15 Synthesis as Conversation Synthesis Nugget #1	11/16 What's your Problem? (STUDENT CAM Contest) Embedding Quotes Synthesis Nugget #2	11/17 Ask for Interview (Rhetorical Situation)	11/18 Interview Practice
11/21 Early Release Log in to WeVideo Sequences Recording Interviews	11/22 Early Release Make a Sequence Independent Reading #1 Letter Due	11/23 Holiday	11/24 Holiday	11/25 Holiday
11/28 EOS from MCPS	11/29 Practice Synthesis Prompt Synthesis Nugget #3 from Test	11/30 Wellness Day - Argument Clinic	12/1 Guest Speaker	12/2 Otherside Synthesis Nugget #4 (From Old Prompt)
12/5 Interviews Due Transcript Pamphlet	12/6 Citations and MLA list (Tim?)	12/7 Early Release (Interims) Design Basics and Pamphlet	12/8 Behind the Scenes Post? Work on Pamphlet	12/9 Club Picture Day Pamphlet Work Day Independent Reading #2 Letter Due

Quarter Two
Total: 44 Days
C-SPAN: 27 Days

Monday	Tuesday	Wednesday	Thursday	Friday
12/12 Video Past CSPAN Winner Synthesis Essay #1 Prep Pamphlet Due	12/13 Synthesis Essay #1	12/14 Sources in your CSPAN Documentary Best Bits	12/15 Footage in CSPAN Documentary	12/16 Synthesis Review
12/19 Synthesis Review Scheduling Options Synthesis Essay Due	12/20 Mini Presentation with RHS Staff for Feedback	12/21 Scripting	12/22 Scripting Independent Reading Letter #3 Due	12/23 Holiday: Winter Break
1/2 Holiday: Winter Break	1/3 MC- Writing Style Scripts Due	1/4 Script Review Feedback	1/5 Editing	1/6 Editing
1/9 Update Works Cited Synthesis Prep	1/10 Synthesis Timed #2	1/11 Timed Multiple Choice	1/12 MC Corrections	1/13 Synthesis Review
1/16 Holiday	1/17 Editing Help	1/18 Wellness Day/Editing Day	1/19 Videos Due Feedback	1/20 Finalize and Turn into CSPAN
1/23 Interview Thank yous	1/24 Political Cartoons? Tiny Winter Stories?	1/25 Political Cartoons? Tiny Winter Stories?	1/26 Board Game Day End of MP2	1/27 Professional Day

PROCESS

1. Brainstorm Ideas: Quarter One
Friday Warm-ups
1. Research Topic
2. Interview an Expert
3. Information Pamphlet
4. Presentations
5. Script
6. Edit (WeVideo)
7. Viewing Party



Questions to Ask

Do those who have been harvesting wild oysters take precedence over promoting the health of the bay?

Do people have the right to own water, and use it for their own economic gain?

Do the potential environmental risks outweigh the benefits of replenishing the population of the Bay's keystone species?



"Oyster farms" by sz320 is licensed with CC BY-SA 2.0. To view a copy of this license, visit <https://creativecommons.org/licenses/by-sa/2.0/>

Maryland Relevance

Maryland is one of the six states in the Chesapeake Bay Watershed (Chesapeake Bay Program), and the oysters that call the bay home are contributing \$9 million annually to Maryland's economy (Chesapeake Bay Foundation)

Bivalves, such as oysters, play a large role in [promoting] water quality, due to the way their filter-feeding removes contaminants from the water. Because of this, and the way they're typically eaten raw, unclear water poses a risk to anyone eating shellfish (Musegas).

MoCo Relevance

Parts of Montgomery County are in the larger Chesapeake Bay watershed (Department of Environmental Protection).

Montgomery County's government funds initiatives to clean up the bay's tributaries within the county (Chesapeake Network).

Conserving the Chesapeake Bay Oysters

Proponents

"The state must carefully balance the economic desire to harvest more oysters with the environmental benefit that oysters provide thanks to their natural ability to filter water and create habitat." (Chesapeake Bay Foundation)

"Restoring and farming shellfish beds allows these bivalves to clean the water as they filter feed, serve as habitats for smaller organisms, and can even help prevent shoreline erosion." (National Oceanic and Atmospheric Administration)

"The faster we can grow healthy oysters through aquaculture, the faster the native population will replenish and with it, water quality will improve." (Franchot)

Overview

The Eastern Oyster (*Crassostrea virginica*) is the Chesapeake Bay's keystone species, meaning that their survival has a disproportionate effect on the health of the ecosystem, a single adult oyster can filter up to 50 gallons of water in a day (Chesapeake Bay Foundation)

Habitat destruction, pollution, and over-harvesting have led to a decline in their populations

Oyster aquaculture, or farming is one proposed method of promoting wild oyster populations while still supporting the high demand for oyster meat

Critics

Introducing large numbers of bivalves to an environment, "has the potential to impart negative changes in the water quality and benthic ecosystems" as it can do things such as depleting local phytoplankton populations and present a disease risk (Naylor, et al.)

"Many of them [watermen] thought — and still maintain — that the bay is a public resource, and that it's wrong to put portions of it in private hands, he said." (Dance)

When farms get abandoned for any reason, the surrounding soil remains highly saline and acidic, "Therefore, those soils cannot be used for agricultural purposes and are unusable for long periods." (Martinez-Porchas, Martinez-Cordova)

RESOURCES

Interview Checklist

Prior to the Interview

- Researched who would be the best person to contact about my topic.
- Emailed them a request.
- Followed up by phone if I didn't hear anything back.
- Scheduled a time to meet with them via Zoom, Google Meet, or in person.
- Wrote a list of questions to ask them.
- Reviewed my questions multiple times.
- Practiced my interview skills with someone else.

Interview

- Before the Interview, I have checked my audio and video settings.
- Confirmed that audio and video settings WORK.
- Recorded 60 seconds of Room Tone.
- Listened to the audio to make sure there are no distracting noises in the background.
- Introduced myself and thanked them for the interview.
- Asked questions.
- Waited five seconds between each question.
- Asked follow-up Questions.
- Asked the interviewee to repeat themselves if they stumbled or their answer wasn't clear.
- Finished the interview with, "Is there anything else you would like to tell me?" OR "What should I have asked you?"

After the Interview

- Exported the Interview as an MP4 File.
- Transcribed the Interview (We will do this on Wednesday, December 4th in class).

C SPAN DOCUMENTARY RESOURCES

GENERAL RESOURCES	<ul style="list-style-type: none"> • C SPAN Rules • Documentary Examples (including Rockville's Three Winners from last year) • Getting Started Tips from Previous CSPAN winners.
CHECK-INS	<ul style="list-style-type: none"> • Questions to ask yourself to make sure you are on track.
RESEARCH	<ul style="list-style-type: none"> • Library Databases and Passwords
INTERVIEWING	<ul style="list-style-type: none"> • Asking for an Interview • Recording Options • Advice and Practical Tips for interviewing (scroll to the RED interviewing section) • Interview Checklist
SHOOTING B-ROLL	<ul style="list-style-type: none"> • Advice and Practical Tips for shooting film (scroll to GREEN B-Roll section) • C-SPAN Downloads. If you don't see what you want, feel free to email educate@c-span.org They will help you find some. • Ideas for B-Roll
SCRIPTING	<ul style="list-style-type: none"> • Writing Voiceover • Beginning, Middle, End Questions • Writing and Recording Stand-ups • Script Writing with Ms. McKim PART ONE • Script Writing with Ms. McKim PART TWO
EDITING	<ul style="list-style-type: none"> • WeVideo Tutorials • Editing Sound • Making Graphics • Editing Videos from Ms. McKim

Recommended Resources:

- [StoryMaker \(PBS Student Reporting Labs\)](#)
- [ASB Classroom \\$](#)
- [KOED Teach](#)
- [C-SPAN Teacher Resources](#)

RUBRIC

StudentCam Rubric

	5 - Advanced/Expert	4 - Accomplished	3 - Developing	2- Novice	5 - 4 - 3 - 2 - 1
Topic Development and Connection to Prompt	<ul style="list-style-type: none"> Covers topic in-depth w/ effective support from research & interviews Film clearly addresses the StudentCam Prompt throughout 	<ul style="list-style-type: none"> Covers topic somewhat in-depth w/ adequate support from research & interviews Film adequately addresses the StudentCam Prompt 	<ul style="list-style-type: none"> Includes essential information on the issue but needs further development Does not consistently address the prompt 	<ul style="list-style-type: none"> Information is lacking and needs more development Does not address the prompt 	
Varying Points of View	<ul style="list-style-type: none"> Film explores multiple points of view and takes an unbiased approach to the topic or issue 	<ul style="list-style-type: none"> Film includes multiple points of view and is largely unbiased 	<ul style="list-style-type: none"> Film includes some multiple viewpoints but is somewhat biased toward one side 	<ul style="list-style-type: none"> Film does not include multiple perspectives and is clearly biased toward one side 	
Effective use of B-Roll and relevant C-SPAN Clips	<ul style="list-style-type: none"> Effective use of B-Roll and relevant C-SPAN clips throughout Film is within required time limits 	<ul style="list-style-type: none"> Overall effective use of B-Roll and C-SPAN clips for the majority of the film 	<ul style="list-style-type: none"> Somewhat effective use of B-Roll and C-SPAN clips but could use more variety 	<ul style="list-style-type: none"> Film is lacking effective use of B-Roll and relevant C-SPAN clips 	
Audio	<ul style="list-style-type: none"> All narration sounds clear and crisp. Music is appropriate throughout All music used is licensed under either Creative Commons or in the Public Domain 	<ul style="list-style-type: none"> The majority of the narration sounds clear and crisp with few audio problems. Music is appropriate for the majority of the film. 	<ul style="list-style-type: none"> Narration is clear and crisp in some parts of the film but is not consistent. Film uses some copyrighted music/or isn't appropriate 	<ul style="list-style-type: none"> Narration is inconsistent and inaudible in parts. Music is clearly copyrighted or inappropriate 	
Effective Pacing & Tempo	<ul style="list-style-type: none"> Film moves at an effective pace throughout making it easy to follow the flow of ideas. 	<ul style="list-style-type: none"> Film moves at an effective pace for a majority of the film 	<ul style="list-style-type: none"> The pacing is somewhat effective but moves a little fast or too slow in some parts 	<ul style="list-style-type: none"> Pacing is too quick (or slow) thus making it hard to follow the flow of ideas. 	
Credits	<ul style="list-style-type: none"> Includes credits for all music, B-Roll and C-SPAN clips 	<ul style="list-style-type: none"> Includes credits for most music, B-Roll and C-SPAN clips 	<ul style="list-style-type: none"> Includes credits for some of the music, B-Roll and C-SPAN clips 	<ul style="list-style-type: none"> Does not include credits for any of the music, B-Roll or C-SPAN clips 	



06

**NEW YORK TIMES
EDITORIAL
CONTEST**

Monday	Tuesday	Wednesday	Thursday	Friday
1/30 Out a Lie ry gless	1/31 Tiny Love Story	2/1 Tiny Love Story	2/2 Frederick Douglass	2/3 Frederick Douglass
gless	2/7 Frederick Douglass	2/8 Editorial Examples Krista Out	2/9 Editorial Line of Reasoning	2/10 Editorial
HW: Strategies for Supporting an Argument				
2/13 Smithsonian Field Trip	2/14 Writing Stations for Editorial HW: Independent Reading #1	2/15 Editorial Headlines	2/16 Art Piece Book Club	2/17 Art Piece
2/20 Holiday	2/21 Quotes and Intro to Argument Essay Rubric HW: Research Your Topic	2/22 Argument Essay #1	2/23 Types of Evidence Argument Nugget #1 Book Club	2/24 Revise Essay

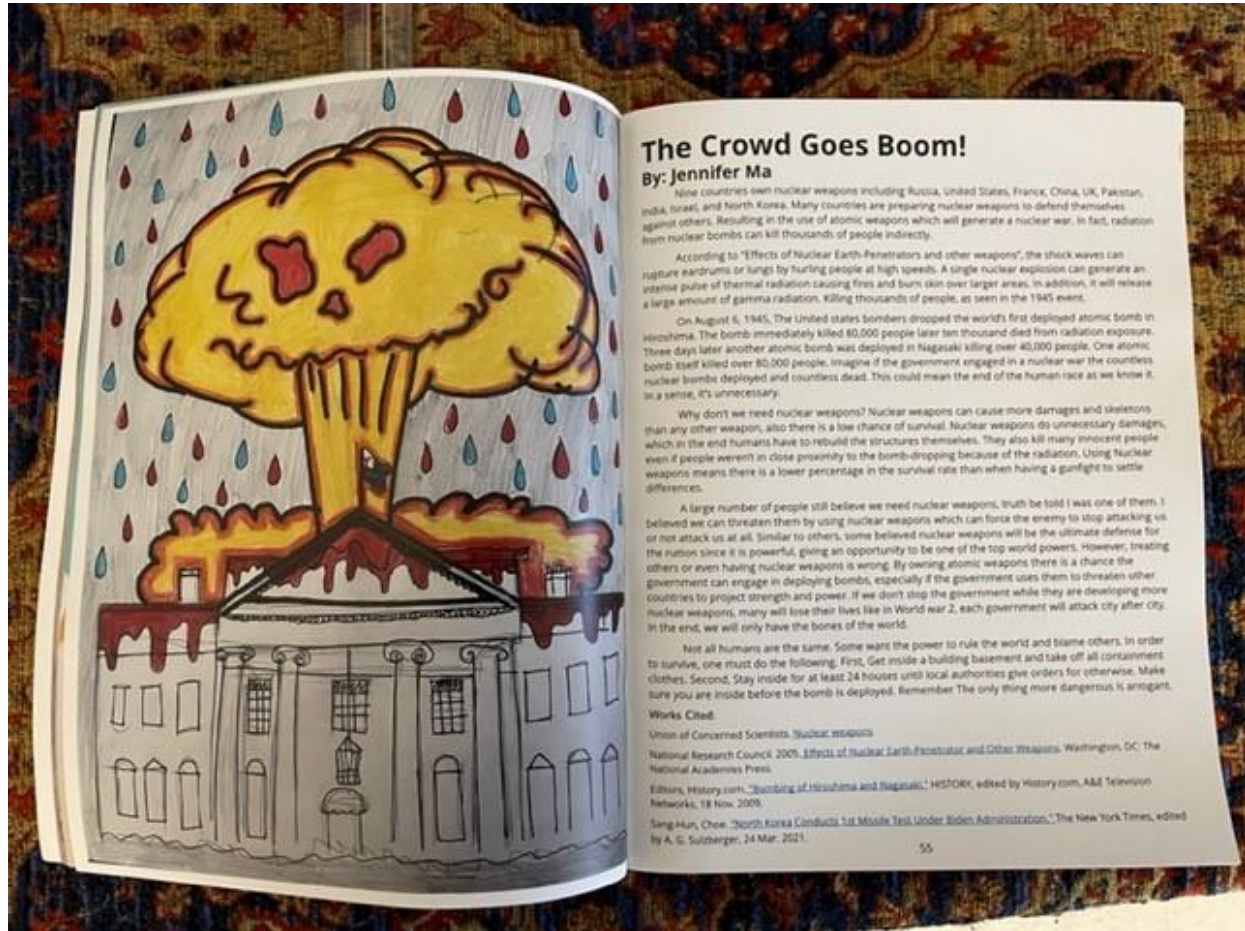
Quarter Three
Total: 43 Days
Editorial: 10 Days
Letter: 7 Days

Monday	Tuesday	Wednesday	Thursday	Friday
2/27 MC Practice HW: Analyzing and Constructing Arguments	2/28 Argument Nugget #2 Counter Argument?	3/1 Reading Day Wellness Day	3/2 Transitions Book Club	3/3 Argument Clinic MSP Retreat Early Release (Interims)
3/6 League of Women Voters Visit HW: Independent Reading #2	3/7 Letter to Politician	3/8 Argument Nugget Related to Letter Comparison - Using Numbers?	3/9 Letter to Politician Final Book Club	3/10 Letter to Politician Print Shop Field Trip
3/13 Letter to Politician Writing Stations? HW: Research Your Topic	3/14 TBD Khan Academy?	3/15 Reading Day Early Release	3/16 Argument Essay #2	3/17 Multiple Choice
3/20 MC Corrections HW: Independent Reading #3	3/21 Argument Nugget #4	3/22 SAT DAY	3/23 Revising Essay	3/24 Argument Clinic
3/27 Final Letter and Editorial Review	3/28 Letter Addressing and Sending in Media Center	3/29 Put Editorial and ArtWork in Magazine	3/30 Final Games and Board Game Day End of MP3	3/31 PD

Student Voices

Global Choices

a collection of
student editorials



The Crowd Goes Boom!

By: Jennifer Ma

Nine countries own nuclear weapons including Russia, United States, France, China, UK, Pakistan, India, Israel, and North Korea. Many countries are preparing nuclear weapons to defend themselves against others. Resulting in the use of atomic weapons which will generate a nuclear war. In fact, radiation from nuclear bombs can kill thousands of people indirectly.

According to "Effects of Nuclear Earth-Penetrators and other weapons", the shock waves can rupture eardrums or lungs by hurling people at high speeds. A single nuclear explosion can generate an intense pulse of thermal radiation causing fires and burn skin over larger areas. In addition, it will release a large amount of gamma radiation, killing thousands of people, as seen in the 1945 event.

On August 6, 1945, the United States bombers dropped the world's first deployed atomic bomb in Hiroshima. The bomb immediately killed 80,000 people later ten thousand died from radiation exposure. Three days later another atomic bomb was deployed in Nagasaki killing over 40,000 people. One atomic bomb itself killed over 80,000 people. Imagine if the government engaged in a nuclear war the countless nuclear bombs deployed and countless dead. This could mean the end of the human race as we know it, in a sense, it's unnecessary.

Why don't we need nuclear weapons? Nuclear weapons can cause more damages and skeletons than any other weapon, also there is a low chance of survival. Nuclear weapons do unnecessary damages, which in the end humans have to rebuild the structures themselves. They also kill many innocent people even if people weren't in close proximity to the bomb-dropping because of the radiation. Using nuclear weapons means there is a lower percentage in the survival rate than when having a gunfight to settle differences.

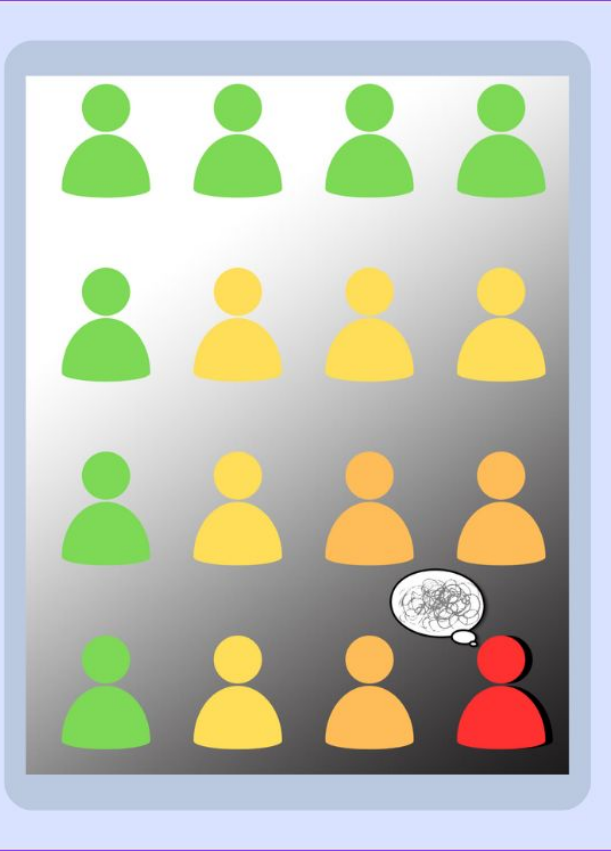
A large number of people still believe we need nuclear weapons, truth be told I was one of them. I believed we can threaten them by using nuclear weapons which can force the enemy to stop attacking us or not attack us at all. Similar to others, some believed nuclear weapons will be the ultimate defense for the nation since it is powerful, giving an opportunity to be one of the top world powers. However, treating others or even having nuclear weapons is wrong. By owning atomic weapons there is a chance the government can engage in deploying bombs, especially if the government uses them to threaten other countries to project strength and power. If we don't stop the government while they are developing more nuclear weapons, many will lose their lives like in World War 2, each government will attack city after city. In the end, we will only have the bones of the world.

Not all humans are the same. Some want the power to rule the world and blame others. In order to survive, one must do the following. First, Get inside a building basement and take off all containment clothes. Second, Stay inside for at least 24 hours until local authorities give orders for otherwise. Make sure you are inside before the bomb is deployed. Remember The only thing more dangerous is arrogant.

Works Cited

- Union of Concerned Scientists. *Nuclear weapons*.
National Research Council. 2007. *Effects of Nuclear Earth-Penetrator and Other Weapons*. Washington, DC: The National Academies Press.
Editors, History.com. "Bombing of Hiroshima and Nagasaki." HISTORIC, edited by History.com, ABC Television Network, 18 Nov. 2009.
Jang-Hun, Choe. "North Korea Conducts 1st Missile Test Under Biden Administration." The New York Times, edited by A. G. Sulzberger, 24 Mar. 2021.

The Rockville WORLD



It's a Bore to Ignore... Make Struggles Known

Liam Kren

For every student, life at home or life in general can be very different depending on what teen you talk to. This results in mental fights with themselves. So what's the problem if people can recognize these battles? One word - ignorance. Most times, students are already scared to share their feelings or let others know what they are going through.

So how can boards of education around the country help with this? Why should help be implemented to certain kids?

Speaking up and making sure that children know that their struggles are understood is the main point. Silence is ignorance, and this can start with teachers. They can realize that work can be overwhelming. Many teachers are not educated enough on this topic and rely on counselors. Counselors can become overwhelmed also when dealing with hundreds of students. Signs are not always easily seen.

On the topic of students speaking up, it is not common nor guaranteed that one will feel as if their feelings will be validated. This feeling of being a burden can lead to students struggling to form bonds and relationships with other students. When a student feels that they are truly alone and have nobody to talk to, it leads to almost... a fear of social spaces, especially schools. This fear can lead to a slow pace in

terms of learning, or can completely stop learning all together.

Students may also be pressured by others around them, such as parents or siblings. Children of other parents could feel the same standards of the other parent. A student is able to work best when they are in their own space. Signs of mental health issues usually begin when signs of mental health issues begin to appear, and it is the parents and teachers really need to look out for the signs and respond. School Counselors and teachers both can help these kids and give them options, so they can plan.

At the same time, causes for a decline in mental health can be unavoidable and not specific to a student's life. In an article by the New York Times, it states that about 55 million students were affected by school resources due to COVID-19. This led to restricted students from leaving the house, socializing for the most part. Not only that, but high school students are affected by this. 20% of students felt as if their mental health declined due to quarantine. Was this related to isolation, or is there more?

Sources:

Jett, Lauren. "Mental Illnesses Are Common, but Often Go Unnoticed." *Hop*. Hms. Harvard Edu, 2019.

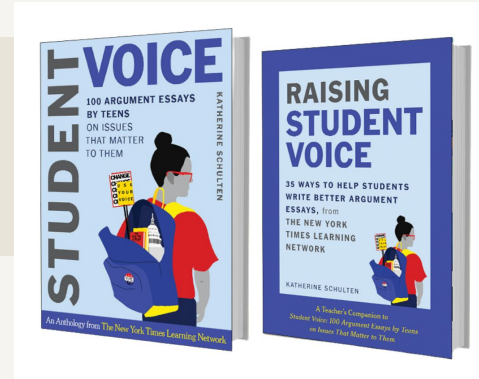
Tam, P.H. (2022) Mental health in schools: how can we be the first line of support. Expert tips are living your healthiest life. Available at: [Accessed 21, 2023](#).

Banic, David. "Mental Illness Is The Most Common Problem In The Developing World". *Forbes*.

Levin, Dan. "In A World 'So Upside Down,' Taking A Toll On Young People'S Mental Health." *Nytimes*. Com, 2020.

PROCESS

1. Look at Examples
2. Plan Line of Reasoning
3. Counterargument
4. Draft One: Power Moves
5. Writing Headlines
6. Art Analysis using *The New Yorker* Covers ([NYT Behind the Cover](#))
7. Visit Smithsonian American Art Museum
8. Create Art (Canva)



Eric Drooker's "The Impossible Dream"
The artist discusses the often-question-zooming task of confronting the climate crisis.
November 11, 2021

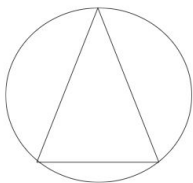
Last week, world leaders gathered in Glasgow for the United Nations Climate Change Conference, the latest in a long line of summits aimed at finding a solution to the climate crisis. Some going home ready to sign on paper a number of sweeping pledges on no-planet that would halve greenhouse gas emissions by 2050 and an emissions of methane. That set, as Eric Drooker writes in "The Impossible Dream," the raising of a flag that is not a flag. The fact is that when it comes to climate change, there is no raising of a flag. It is a matter of how many months, decades, or even centuries it will take to get the world to stop emitting greenhouse gases. The fact is that when it comes to climate change, there is no raising of a flag. It is a matter of how many months, decades, or even centuries it will take to get the world to stop emitting greenhouse gases. The fact is that when it comes to climate change, there is no raising of a flag. It is a matter of how many months, decades, or even centuries it will take to get the world to stop emitting greenhouse gases.

How you experienced my effects of the climate crisis firsthand in California, where you live? In these last few years, we've had massive wildfires up and down the West Coast. Summer and fall are dry. The reason? There are more weeks when I have to keep all the windows shut because of the toxic smoke. I hope a series of 1951 models tends to protect my lungs.

Confronted by what you have referenced in this week's cover, was published in the early 1950s, which includes an illustrated edition of Albert Camus's "Hoplite" after drawing inspiration from literature. What are you reading these days?

I just finished Neal Gaiman's long-but-letter to Jack Kerouac, "The Jon Anderson Letter: The Myth of the Beat Generation." I've also been devouring graphic novels by the dozens, including Glenn Feld's "American Gothic," "Clayton Kopp," "Bo Jackson," "The Dirty Revolution," "Elihu Galt's" "The Heart of Darkness," and Adam Smith's "The Lamentation of the Long-Distance Caravan."

RESOURCES



Paragraph Number	CLAIM	Notes about what to include.

Key Word	Rhyme	Synonym	Alliteration	Cliche/Pun
Write	Sight Right Light	Draft Compose Inscribe	Wrong Word Wild	Write On! Write is Might Write and Wrong
Possible Headlines:				

1. Underline the CALL to ACTION.
2. Write the CLAIM on the side of each paragraph.
3. Highlight or note any RHETORICAL STRATEGIES
4. Circle any TRANSITIONS that you see.

I write you today because I stand in solidarity with the family of Kaysera Staps Preety Places, and I write to request that the Big Horn County Sheriff's Office share all files, information, and investigatory material with the Bureau of Indian Affairs' (BIA) Child Case Team located in Billings, Montana and the Big Horn County District Attorney in relation to Kaysera.

On August 24, 2019, Kaysera Staps Preety Places went missing in a suburban neighborhood in Hardin, Montana, less than a half mile off the Crow Reservation. Kaysera's body was discovered five days after she went missing. Kaysera was only 18 when she was murdered. She was smart, kind, funny, and the kind of person you wanted to be around. She was diligent, and had to work hard to pass her classes, but she did. She was a great athlete and fantastic artist who wanted to become a pro MMA wrestler. She never was able to achieve her dreams because someone murdered her.

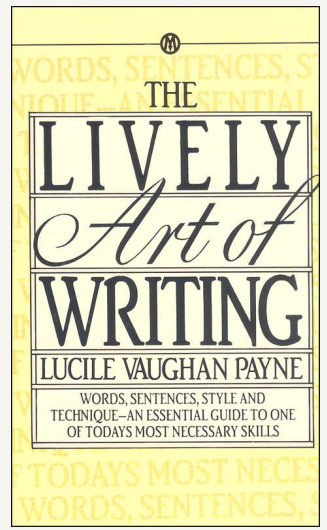
(Sheriff Big Horn, as a member of the former TRINEX Tribe you have seen writing against indigenous women. You testified in cases involving your own family members in 2016, can you know that out of four native women are affected by violence today, indigenous women face murder rates that are more than 10 times the national average.

While there is no community in Montana that is not affected by this violence, Big Horn County is at the center of Murdered and Missing Indigenous Women Cases. Big Horn County has TWENTY EIGHT documented cases of missing and murdered indigenous women and nearly half of these cases remain unsolved.

The BIA Child Case Team wants to investigate Kaysera's case, please turn over your case files so that they can. Kaysera's family has waited over two years for justice, please do not make them wait any longer.

Recommended Resources:

- [Jostens J-Classes \(Headlines\) \\$](#)
- [New York Times Resources](#)
- [The Lively Art of Writing - Transitions](#)



RUBRIC

Student Editorial Contest Rubric

The New York Times
Learning Network

	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Viewpoint: Editorial states a clear opinion and issues a call to action through argument based on evidence.				
Evidence: Editorial uses compelling evidence to support the opinion, and cites reliable sources.				
Analysis and Persuasion: Editorial convincingly argues point of view by providing relevant background information, using valid examples, acknowledging counter-claims, and developing claims – all in a clear and organized fashion.				
Language: Editorial has a strong voice and engages the reader. It uses language, style and tone appropriate to its purpose and features correct grammar, spelling and punctuation.				
Guidelines: Editorial follows all contest guidelines, including the citation of at least one Times and one non-Times source.				



06

**LETTER TO A
POLITICIAN**

Monday	Tuesday	Wednesday	Thursday	Friday
1/30 Krista Out and a Lie Story Douglass	1/31 Tiny Love Story	2/1 Tiny Love Story	2/2 Frederick Douglass	2/3 Frederick Douglass
Douglass	2/7 Frederick Douglass	2/8 Editorial Examples Krista Out	2/9 Editorial Line of Reasoning	2/10 Editorial
HW: Strategies for Supporting an Argument				
2/13 Smithsonian Field Trip	2/14 Writing Stations for Editorial HW: Independent Reading #1	2/15 Editorial Headlines	2/16 Art Piece Book Club	2/17 Art Piece
2/20 Holiday	2/21 Quotes and Intro to Argument Essay Rubric HW: Research Your Topic	2/22 Argument Essay #1	2/23 Types of Evidence Argument Nugget #1 Book Club	2/24 Revise Essay

Quarter Three
Total: 43 Days
Editorial: 10 Days
Letter: 7 Days

Monday	Tuesday	Wednesday	Thursday	Friday
2/27 MC Practice HW: Analyzing and Constructing Arguments	2/28 Argument Nugget #2 Counter Argument?	3/1 Reading Day Wellness Day	3/2 Transitions Book Club	3/3 Argument Clinic MSP Retreat Early Release (Interims)
3/6 League of Women Voters Visit HW: Independent Reading #2	3/7 Letter to Politician	3/8 Argument Nugget Related to Letter Comparison - Using Numbers?	3/9 Letter to Politician Final Book Club	3/10 Letter to Politician Print Shop Field Trip
3/13 Letter to Politician Writing Stations? HW: Research Your Topic	3/14 TBD Khan Academy?	3/15 Reading Day Early Release	3/16 Argument Essay #2	3/17 Multiple Choice
3/20 MC Corrections HW: Independent Reading #3	3/21 Argument Nugget #4	3/22 SAT DAY	3/23 Revising Essay	3/24 Argument Clinic
3/27 Final Letter and Editorial Review	3/28 Letter Addressing and Sending in Media Center	3/29 Put Editorial and ArtWork in Magazine	3/30 Final Games and Board Game Day End of MP3	3/31 PD

Dear Honorable Cardin,

I am writing to you today because there is a public health crisis arising. Racism has embedded itself into our healthcare system and can no longer be ignored. We can no longer ignore racism in the healthcare system

Bill S.4486- Health Equity and Accountability Act of 2022 has recently been referred to the Committee on Finance which, you are a part of. I urge you to support this bill as it would be a start to reducing the health disparities in our country. This bill would require detailed reports of demographic and health disparities data, support health workforce diversity, and increases access to appropriate health care. It would also revise health information technology programs to address health disparities.

The health disparities within our country are outrageous, and they can no longer go unnoticed. A study done by the New England Journal of Medicine found that doctors are less likely to refer black patients to necessary heart treatment. It hurts my heart to know that to this day, POC are treated as less than and are given the same amount of care compared to their white counterparts. In fact, a 2016 case study exposed that many medical students believed that Black people have a higher pain tolerance than white people. 73% of the participants had at least one misconception about biological differences between races. Over half of the participants had at least one misconception about biological differences between races. In the United States POC are neglected. In the United States, black patients are less likely to receive necessary treatment. In the United States medical students still believe that black people have a higher pain tolerance than white people.

These misconceptions are being taught to our future medical professionals. What does “do no harm” mean when POC are constantly being put at risk of losing their lives to people who are supposed to save them? What does “do no harm” mean when POC are being put at risk of losing their lives to people whose job is to save them? As a black woman in America, I worry that if one day I'm hospitalized I won't be treated with the proper amount of care due to my race. I worry that if I enter the facility that it's supposed to cure me, I may leave it dead due to the ignorance and misconceptions doctors are being taught.

I recently read your letter, “There Should Be No Deadline on Equality,” and I admire your fight for women's equality. Specifically, your words, “Generations have fought to achieve major points of progress in our laws, but it is undeniable that work remains” stood out to me because it's no different for people of color. From the very beginning of our country's history people of color have been dismissed and fought for their rights.

In your own words, there is no deadline for equality. Change needs to be made and you have been given the opportunity to make it happen. Again, I urge you to support the Health Equity and Accountability Act of 2022 and help save the lives of POC.

Respectfully,

Dear Honorable Glass,

As a member of the MOCO community and an avid nature lover, I urge you to support the placement of more solutions concerning harmful algae blooms in our county's lakes. With springtime just around the corner, I, and many other MOCO residents alike, turn to the county's scenic lakes to enjoy time in nature with family and friends. Nonetheless, a nice time in nature can quickly become dangerous. To pets and humans. As a dog owner yourself, I know the last thing you'd like to experience is a nice stroll around Lake Needwood, to turn into a nightmare at the animal hospital. Sadly, that's exactly what a number of dog owners have had to experience. Studies done on harmful algae, listed below, show the risks toxic algae pose to both humans and pets. Along with information pertaining to our county.

- Cyanobacteria (blue-green algae) has the potential of carrying the harmful toxin:
 - Microcystins
- Effects of Microcystins include:
 - Liver damage to humans and animals
 - Symptoms such as stomach discomfort, nausea, headaches
 - Sufficient quantity consumption of contaminated water can lead to death
- Toxin can make its way into lake wildlife, making fish toxic
- Compared to humans, dogs are more likely to die from algae poisoning
- Toxic algae is frequently found in 3 major MOCO recreational parks
 - Lake Frank, Lake Needwood, and Rock Creek Regional Park

I grew up going to Lake Frank to go fishing with my dad, uncles, and grandma. So it holds a lot of emotional value when I go there. We'd walk the long path down towards the lake and set up a blanket on the soft grass. Taking in the beautiful scenery and view of the lake from the top of the hill. Until one day posted on the entrance of the path, was a bright yellow sign warning of toxic algae in the water. We haven't gone since.

As of right now, Montgomery County only seems to be doing two things concerning the toxic algae issue. The first is regular testing made in the lakes. And second, if testing comes positive for toxins, signs are posted warning visitors of harmful and toxic water. While yes, we are acknowledging the problem. Yes, we are warning others about the problem. The true question is: Are we doing enough to actually solve the problem? The answer is no. A sign is not enough to prevent perhaps a child from playing with the water or stop a dog from licking its wet fur from contact with the lake.

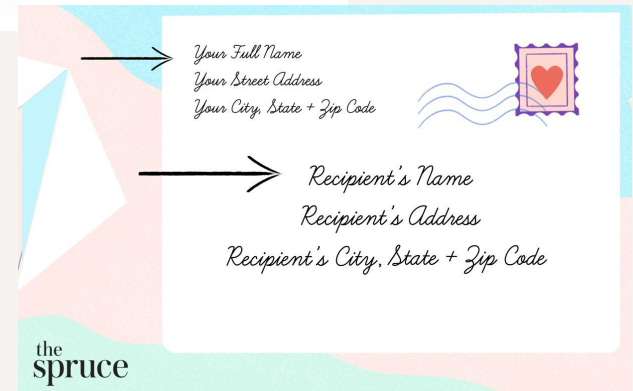
It would be nice to return to MOCO's lakes such as Lake Frank, without the worry of myself, or someone else getting sick. Which is why I ask if the county can do more to solve the problem. A potential initiative may be placing ultrasonic technologies in lakes, as they are both environmentally healthy and an effective way of fighting off potentially dangerous algae blooms. It would also help to do testing more often, especially when the weather is warm during the spring and summer. That way, we have much more up to date evidence of toxic algae blooms in our lakes since algae has the tendency to be nontoxic one day, but then is the next.

I hope you take into consideration placing more solutions to the toxic algae problem in MOCO's lakes. People from all around come to enjoy the beautiful lake parks that we have. So let's give them a reason to keep on coming.

Sincerely,

PROCESS

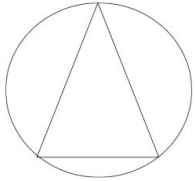
1. Visit from League of Women Voters
2. Review Examples
3. Pick Specific Call to Action and Politician
4. Research Politician (Rhetorical Situation)
5. Plan Line of Reasoning
6. Draft One: Power Moves
7. Peer Edit
8. Address and Send Letters



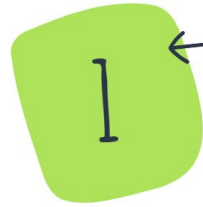
RESOURCES

Recommended Resources:

- [League of Women Voters](#) (Find Your Local Chapter)
- [Crash Course History](#)
- [Making Numbers Count](#) Chapter One



Paragraph Number	CLAIM	Notes about w



READ THE TWO LETTERS

1. Underline the Call to Action.
2. Note the **CLAIMS** in each paragraph: How does the writer make those claims (Rhetorical Strategies)?
3. Circle the Personal Connection to the Audience (Consistency).

RUBRIC

Letter to Politician Rubric

Objective: Write a letter arguing for a specific call to action using rhetorical strategies tailored to your audience.

Scoring Criteria	Points
<p>Takes a clear position on a contemporary issue</p> <p>Responds to the prompt with a defensible thesis that may establish a line of reasoning.</p>	/6
<p>Effectively and purposefully uses evidence to support their position</p> <p>Integrates evidence throughout to support the student's reasoning</p>	/8
<p>Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation</p> <p>Makes effective rhetorical choices that strengthen the force and impact of the student's argument. Utilizes a style that is especially vivid, persuasive, convincing, or appropriate to the argument.</p>	/6
<p>Proper letter format is utilized</p> <p>Strategically uses words, comparison and syntax to convey a specific tone of style in an argument.</p>	/4



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