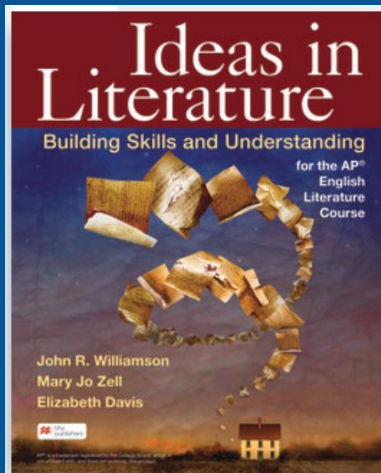


IDEAS That Matter: Reading and Writing Across Texts



Advanced Placement Annual Conference
Seattle, Washington
Friday, July 21, 2023

John R. Williamson
Mary Jo Zell
Elizabeth Davis

Session Description

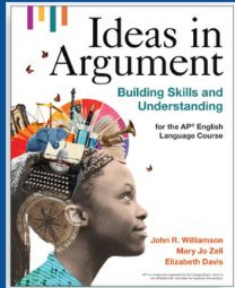
Recognizing **abstract ideas** in non-fiction texts is essential when you engage in critical conversation. Today's students constantly engage in critical conversations in their academic classes. In this session, we will examine historical and contemporary texts that resonate cultural ideas.

Participants will **engage in close reading exercises** of multimodal texts that begin with an illuminating idea and annotate texts for deeper understanding of the rhetorical situation and writers' perspectives. In addition, participants will examine how the understanding of textual intersections convey complex ideas that will develop sophisticated analyses and arguments.

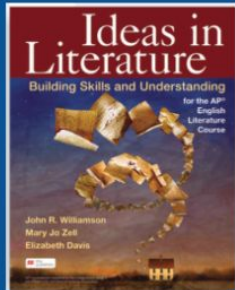
Participants will **design a lesson** to incorporate the strategies modeled and practiced in the session. Skills include the following: recognizing intersections between texts, annotating texts for ideas, comparing perspectives, understanding a writer's purpose, and joining the conversation through writing.

Access Our Slides

<https://tinyurl.com/ideas23apac>



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Session Agenda

- Introduce **IDEAS** as an essential part of the reading and writing process
- Discuss how abstract **IDEAS** intersect across disciplines
- Model annotation activity – examine how **IDEAS** connect to the argument and the writer's purpose
- Review **IDEA**-driven thesis statements and a unified line of reasoning
- Discuss and share how to implement **IDEAS** in the classroom
- Question and answer

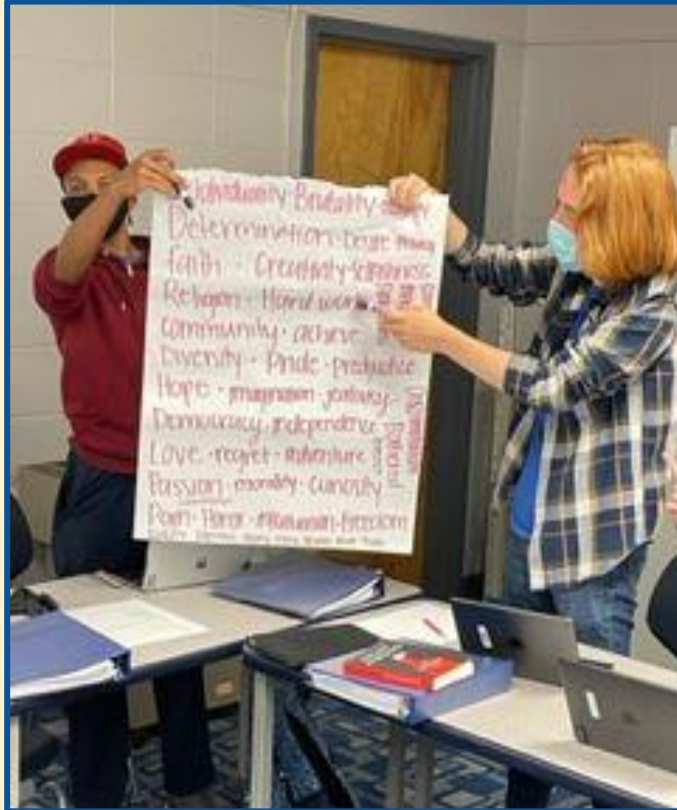


Introduction to IDEAS

- What are your greatest challenges in teaching students to write arguments?
- How do you encourage students to generate and develop their own ideas?
- Work with a small group around you and brainstorm idea words.



IDEAS in Action



IDEA BANK

Crisis
 Democracy
 Exceptionalism
 Freedom
 Government
 Independence
 Individualism
 Justice
 Liberty
 Loyalty
 Nationalism
 Patriotism
 Persuasion
 Pride
 Protection
 Resilience
 Revolution
 Rights
 Tradition
 Unity



IDEA BANK

Authority
 Conflict
 Discrimination
 Equality
 Fairness
 Freedom
 Independence
 Individualism
 Justice
 Liberty
 Loyalty
 Oppression
 Persuasion
 Pride
 Protection
 Protest
 Reason
 Rebellion
 Retaliation
 Revolution
 Rights

Model Annotations



PUTTING IT ALL TOGETHER

Modeled Text

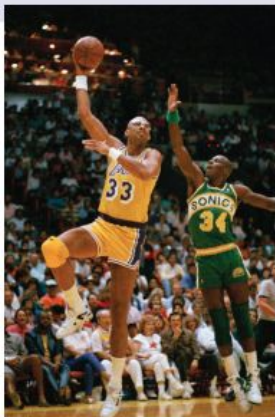


Don't Understand the Protests? What You Are Seeing Is People Pushed to the Edge

Kareem Abdul-Jabbar

THE TEXT IN CONTEXT

Kareem Abdul-Jabbar (b. 1947) is a former National Basketball Association (NBA) player for the Milwaukee Bucks and the Los Angeles Lakers. During his twenty-year basketball career, he was a six-time NBA Most Valuable Player. After retiring from the NBA, he used his talent for writing and community activism. He is a public speaker and has written many articles and published many podcasts. He has authored fifteen *New York Times* best sellers. In the following May 25, 2020, *Los Angeles Times* editorial, Kareem Abdul-Jabbar responded to the death of George Floyd, a forty-six-year-old Black man, died in Minneapolis, Minnesota, after a white police officer knelt on his neck for more than nine minutes. Preceded by years of police brutality toward African Americans, the event led to marches and protests affirming that Black lives matter and calling for justice and reform.



AP Images/Photo Disc

Unifying Idea	Don't Understand the Protests? What You're Seeing Is People Pushed to the Edge	Rhetorical Choices	Effects of Choices
racial justice	If you're white, you probably muttered a horrified, "Oh, my God" while shaking your head at the cruel injustice. If you're black, you probably leapt to your feet, cursed, maybe threw something (certainly wanted to throw something), while shouting, "Not @#\$% again!" Then you remember the two white vigilantes accused of murdering Ahmaud Arbery as he jogged through their neighborhood in February, and how if it wasn't for that video emerging a few weeks ago, they would have gotten away with it. And how those Minneapolis cops claimed Floyd was resisting arrest but a store's video showed he wasn't. And how the cop on Floyd's neck wasn't an enraged redneck stereotype, but a sworn officer who looked calm and entitled and devoid of pity: the banality of evil incarnate.	audience evidence context	second-person "you" makes reader part of audience listing historical facts of racial brutality example: Floyd's death
racial justice	Maybe you also are thinking about the Karen in Central Park who called 911 claiming the black man who asked her to put a leash on her dog was threatening her. Or the black Yale University grad student napping in the common room of her dorm who was reported by a white student. Because you realize it's not just a supposed "black criminal" who is targeted, it's the whole spectrum of black faces from Yonkers to Yale.	examples as evidence	create a logical appeal
racial justice	You start to wonder if it should be all black people who wear body cams, not the cops.	rhetorical question	asks reader to reflect
racial justice	What do you see when you see angry black protesters amassing outside police stations with raised fists? If you're white, you may be thinking, "They certainly aren't social distancing." Then you notice the black faces looting Target and you think, "Well, that just hurts their cause." Then you see the police station on fire and you wag a finger saying, "That's putting the cause backward."		

Unifying Idea	Don't Understand the Protests? What You're Seeing Is People Pushed to the Edge	Rhetorical Choices	Effects of Choices
racial justice	You're not wrong—but you're not right, either. The black community is used to the institutional racism inherent in education, the justice system and jobs. And even though we do all the conventional things to raise public and political awareness—write articulate and insightful pieces in the Atlantic, explain the continued devastation on CNN, support candidates who promise change—the needle hardly budge.	antithesis evidence	wrong/right perception to support claim: justice is not served
racial justice	But COVID-19 has been slamming the consequences of all that home as we die at a significantly higher rate than whites, are the first to lose our jobs, and watch helplessly as Republicans try to keep us from voting. Just as the slimy underbelly of institutional racism is being exposed, it feels like hunting season is open on blacks. If there was any doubt, President Trump's recent tweets confirm the national zeitgeist as he calls protesters "thugs" and looters fair game to be shot.	comparison	emotional appeal—oppression
racial justice	Yes, protests often are used as an excuse for some to take advantage, just as when fans celebrating a hometown sports team championship burn cars and destroy storefronts. I don't want to see stores looted or even buildings burn. But African Americans have been living in a burning building for many years, choking on the smoke as the flames burn closer and closer. Racism in America is like dust in the air. It seems invisible—even if you're choking on it—until you let the sun in. Then you see it's everywhere. As long as we keep shining that light, we have a chance of cleaning it wherever it lands. But we have to stay vigilant, because it's always still in the air.	sensory details metaphor/ chocking on racism	

Unifying Idea	Don't Understand the Protests? What You're Seeing Is People Pushed to the Edge	Rhetorical Choices	Effects of Choices
racial justice	So, maybe the black community's main concern right now isn't whether protesters are standing three or six feet apart or whether a few desperate souls steal some T-shirts or even set a police station on fire, but whether their sons, husbands, brothers and fathers will be murdered by cops or wannabe cops just for going on a walk, a jog, a drive. Or whether being black means sheltering at home for the rest of their lives because the racism virus infecting the country is more deadly than COVID-19.	parallel structure/repetition	creates a contrast between the perceived problems to the real issue: racism
racial justice	What you should see when you see black protesters in the age of Trump and coronavirus is people pushed to the edge, not because they want bars and nail salons open, but because they want to live. To breathe.		
racial justice	Worst of all, is that we are expected to justify our outraged behavior every time the cauldron bubbles over. Almost 70 years ago, Langston Hughes asked in his poem "Harlem": "What happens to a dream deferred? / . . . Maybe it sags / like a heavy load. / Or does it explode?"	allusions	emotional appeal—value of life explains the reaction of the Black community references Black artists to connect with the audience
racial justice	Fifty years ago, Marvin Gaye sang in "Inner City Blues": "Make me wanna holler / The way they do my life." And today, despite the impassioned speeches of well-meaning leaders, white and black, they want to silence our voice, steal our breath.	parallel structure	emphasizes the evidence that Black voices are silenced
racial justice	So what you see when you see black protesters depends on whether you're living in that burning building or watching it on TV with a bowl of corn chips in your lap waiting for NCIS to start.	juxtaposition	contrasts those living the problem to those watching the problem
racial justice	What I want to see is not a rush to judgment, but a rush to justice.	thesis	call to action

Let's Practice

- Choose one of the following texts and annotate it with a unifying idea in mind.
- Identify the writer's perspective about the unifying idea in the text.
- Consider how that issue provides stimulus for a student's own argument.

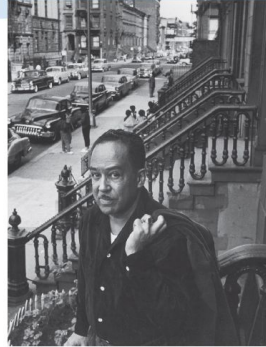


Salvation

Langston Hughes

THE TEXT IN CONTEXT

Langston Hughes (1902–1967) remains one of America's most renowned writers and poets, his name almost synonymous with the Harlem Renaissance in American literature. His poem "The Negro Speaks of Rivers" was published when he was twenty-one years old. Hughes was raised by his mother and grandmother after his parents divorced when he was a very young boy. After his grandmother's death, he and his mother moved around a great deal, eventually living in Cleveland. In the excerpt from Chapter 3 of his memoir *The Big Sea*, Hughes reflects on a churchgoing experience he had as a young teenager.



Robert W. Kelley/Getty Images



Banksy and the Tradition of Destroying Art

Preminda Jacob

THE TEXT IN CONTEXT

Preminda Jacob (b. 1958) is an associate dean of fine arts and assistant professor of art history and theory in the Department of Visual Arts at the University of Maryland, Baltimore. Her research focuses on urbanism, public art, modern and contemporary art, and the history of the art museum. Jacob is the author of *Celluloid Deities: The Visual Culture of Cinema and Politics in South India* (2008). In this article from the online nonprofit news and commentary publication *The Conversation*, Jacob writes about the controversial anonymous artist and activist Banksy, whose work continues to satirize, shock, and provoke.



Photo by Melissa/Dimitris for iStock



Speech in the Virginia Convention

Patrick Henry

THE TEXT IN CONTEXT

In 1775, in the midst of political debate about whether to prepare for war or find a peaceful resolution with Britain, the Virginia House of Burgesses held a convention. After listening to other delegates, Patrick Henry (1736–1799), the first governor of Virginia, gave a speech that ultimately persuaded Virginia to prepare for the fight against Britain.



Picture: Free Use / Alamy Stock Photo



Truth in Journalism

Scientific American

THE TEXT IN CONTEXT

Scientific American is a popular science magazine first published in 1845 by inventor Rufus Porter. Today, the magazine reaches over five million people internationally each month. Over its history, *Scientific American* has published over 200 Nobel Laureate authors. In the following 1853 article, the magazine's editors offer their perspective on the importance of truth in journalism.



Teaching Idea-focused Arguments

- State the topic
- Select a unifying idea
- Convey a perspective about that idea
- Develop reasons based on the idea and perspective
- Choose evidence to support the unified reasons
- Explain through commentary that links the evidence to the line of reasoning, and reasoning to the idea and perspective



YOUR ASSIGNMENT

Imagine that you have been invited to make a presentation at your school or to write an opinion column for your online school or community newspaper. Choose a relevant issue for which you desire change. Write a speech or essay that persuades or calls your audience to action. Support your position with evidence from your experience, observation, and research.

Your persuasive argument should include

- a thesis statement that makes a claim (perspective + idea) and calls your audience to action;
- a line of reasoning to develop your claim;
- evidence to prove your reasoning; and
- strategies to appeal to your audience.

Look around you and consider what you would like to change. You could be like the revolutionaries in this unit.

Potential Subjects

- Immigration
- Gun control
- Identity
- College costs
- Poverty
- Health care
- Free speech
- Electoral college
- Gender equality

Idea-focused Thesis Statements

Topic: Smartphones in classrooms

Idea: Learning Environment

Perspective: Distracting and tempting

For persuasive writing, add call to action:
Students should refrain from using cellphones in class

Example Persuasive Thesis with Claim (Call to Action + Perspective + Idea)

Topic: Smartphones in school classrooms

Even though smartphones provide instant access to an immeasurable amount of information, **students should refrain from using them** (*call to action*) in the classroom because **they are too distracting and tempting** (*perspective*) to most students and ultimately **harm rather than help the learning environment** (*idea*).

Rather than simply stating a position such as smartphones should not be allowed in school, you urge the audience to change a behavior and stop using them in class. This call to action is based on your claim — that smartphones are too distracting and tempting and ultimately harm rather than help the learning environment — and your perspective that they harm the learning environment.

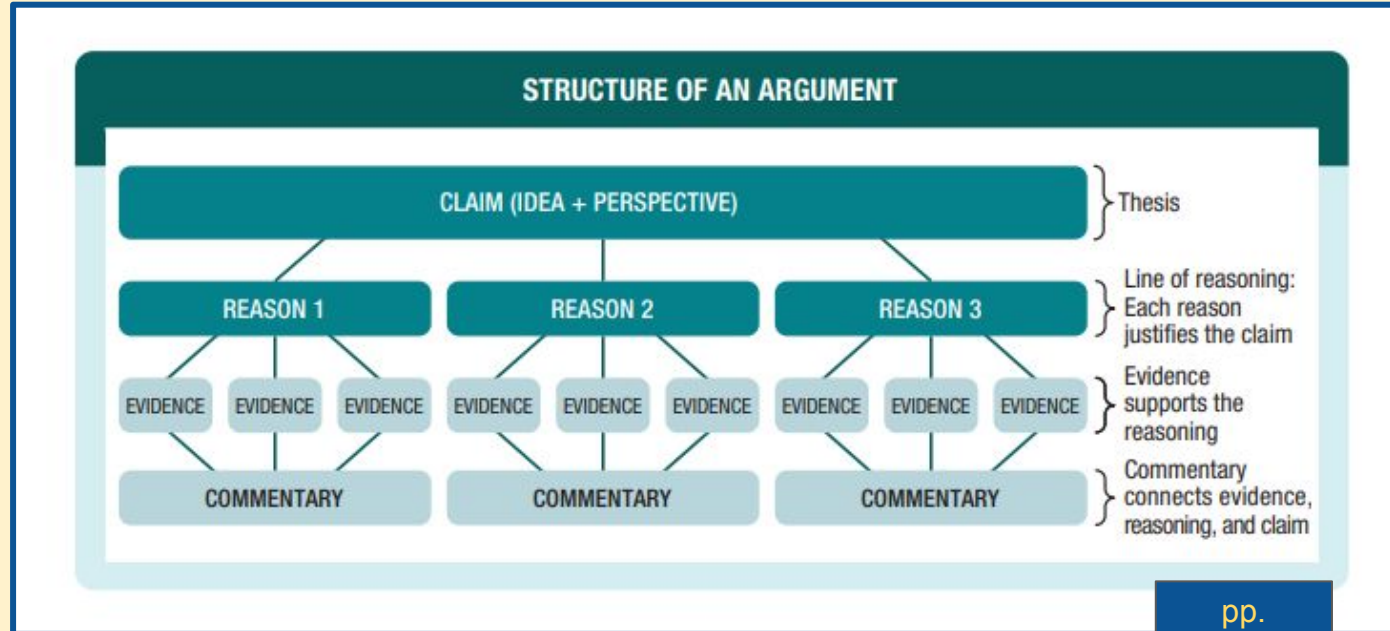
Relevant and Sufficient Evidence

- Keeps the idea central
- Supports the writer's perspective
- Contributes to a unified argument
- Supports rhetorical appeals
- May introduce counterargument

Possible Evidence		
Facts, Statistics, Expert Opinions, Experiments	Details, Illustrations, Analogies	Personal Experiences or Observations
<p>Rutgers study links in-class cell phone use with lower test scores.</p> <p>Around 97 percent of college students use their phones during class for noneducational purposes, according to a study published last month in the <i>Journal of Media Education</i>.</p> <p>In one survey, 80 percent of students agreed that using a cell phone in class decreases their ability to pay attention.</p>	<p>Trying to pay attention to a class lecture and looking at the phone is like trying to listen to directions from three people at one time.</p> <p>Looking at a text or other content during a lecture essentially works like a delete button, clearing out what the student just read or heard.</p> <p>A passionate lecturer cannot compete with the soothing buzz, warm light, and familiar ding of the phone inviting students to an enticing world of information.</p>	<p>I have seen students cheating with Snapchat during class quizzes.</p> <p>My brother has had to see a counselor because of his addiction to his cell phone.</p> <p>My teachers use smartphone technology in their lessons with polls and discussion boards.</p>

Organizing the Idea-focused Argument

A unified argument carries the idea and perspective through the entire line of reasoning.



Let's Practice

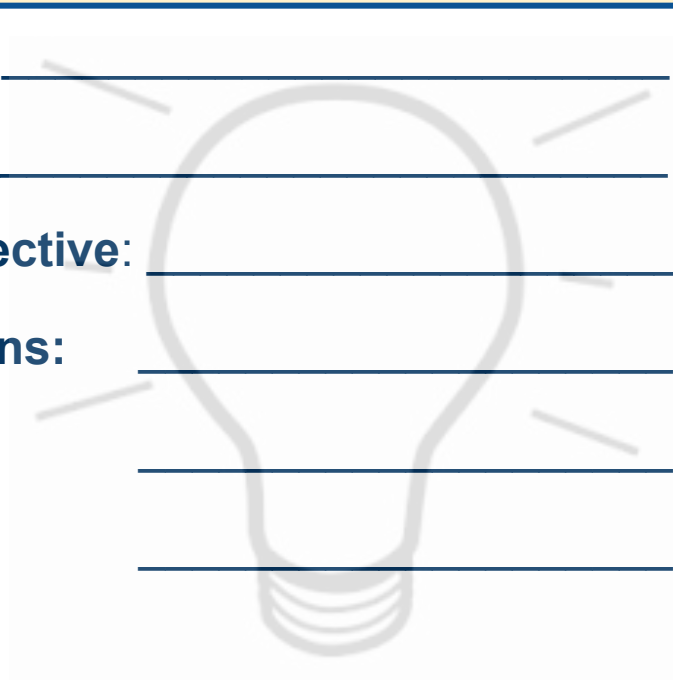
- Select a topic
- Select a unifying idea
- Convey a perspective about that idea
- Develop reasons based on the idea and perspective

Topic: _____

Idea: _____

Perspective: _____

Reasons: _____



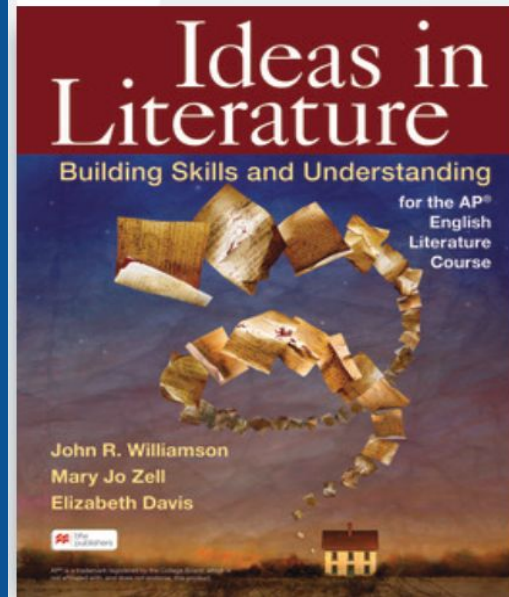
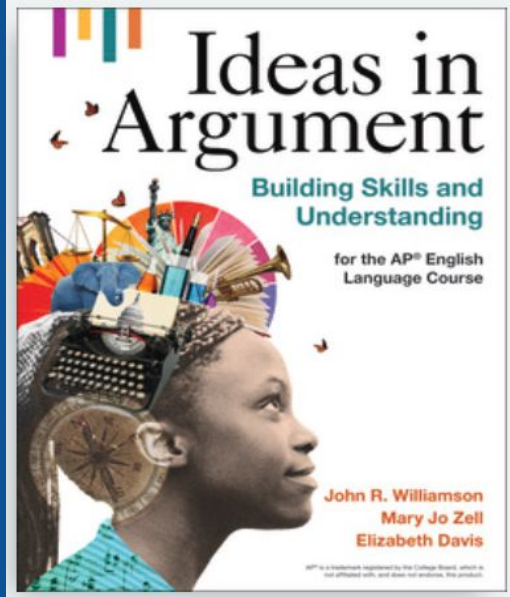
Sharing Our Best Practices / Q & A



The day sailor. Maggie Taylor

<https://www.westongallery.com/original-works-by/maggie-taylor>

- How would idea-focused reading and writing impact student success?
- How will you implement the idea-focused argument in your reading and writing instruction?
- What additional questions do you have?



Contact Us:

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Click on the images for more information and a closer look into *Ideas in Argument* and *Ideas in Literature*.