

# Introduction to Module 6

*Suggested Time: 2 weeks*

To build on previous skills of leading to reviews of relevant literature, students will be introduced to formal argumentation meant to engage the skills of both Task 2 and Part B of the Final Exam. As will be the case with Part B of the AP Exam, Module 6 will provide students with four sources around a broad theme, engaging a variety of minor perspectives and different subject matter. Students will engage in class discussion of each source and be guided through building research questions using methods learned in Modules 4 and 5. Students will then be introduced to various argument structures (e.g., Toulmin, Rogerian, and Classical) and strategies for selecting a structure based on the argument’s claims and supporting evidence. Students will then produce guided outlines of such an argument built on the provided stimulus. This activity will be timed to give students direct practice with the expectations of the end-of-course Exam. This module will fall just short of full engagement with Task 2, which repeats the additional research skills practiced in previous modules. Students will engage in additional research, which will be synthesized into the stimulus materials provided by *The College Board* during the high-stakes task (see Module 9). However, by this time, students will have already sufficiently engaged in practice research and will utilize the argumentation structures in Module 7 for their practice group presentations based on the research of Module 6.

*Suggested Content: Boredom—Human Creativity or Destructiveness*

*Materials for this Module*

- *For Thematic Discussion:*
  - Selections from Albert Camus’ *The Myth of Sisyphus*
  - article, “Why Neuroscientists Say, ‘Boredom Is Good For Your Brain’s Health’” published by *Forbes* (2020)
  - TEDx lecture, “The 4 superpowers of design” (2017)
- *For Module Assessment:*
  - [sample Source A] Selections from William Sheldon’s *The Varieties of Human Physique*
  - [sample Source B] Article, “The Gamification of EdTech: Virtual Learning On The Road To The Metaverse” published in *Forbes* (2022)
  - [sample Source C] Robert Frost’s “The Road Not Taken”
  - [sample Source D] Article, “We All Have ‘Main-Character come home Energy’ Now” published in *The New Yorker* (2021)
- *Additional Challenge Selections:*
  - Selections from Søren Kierkegaard’s *Either/Or* (from “The Rotation Method”)

*Assessments:* Practice Part B (timed) Argumentative Essay

*Module 6 Essential Questions*

- What patterns or trends can be identified among the arguments about this issue?

- What are the implications and/or consequences of accepting or rejecting a particular argument?
- How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- What line of reasoning and evidence would best support my argument? Is my reasoning logical?
- Are there other conclusions I should consider?
- What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
- How can I benefit from reflecting on my own work?
- What is the benefit of revision?