

Introduction to Module 6

For Teachers:

Teachers introduce students to formal argumentation to engage the skills of the Task 1 team presentation for an argument to their central question, Task 2 argument papers, and Part B of the Final 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 teachers will guide them 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. For practice, the whole class will be guided through producing an outline of the class-generated sample argument built on the provided stimulus.

After practice, students will complete a similar process during a timed exercise, providing them with direct experience 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 (for Task 2, students will engage in further 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 team presentations based on the research done in Task 1 practice teams in Module 5.

Suggested Time: 2 weeks

Suggested Content: Boredom—Human Creativity or Destructiveness

- 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 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?