

AP Capstone Lesson

U2L42 Lesson Plan Background				
Course: AP Seminar	Date:			
	Unit Title: Performance Task 1 – Team Project & Presentation (20% of AP score)			
Objective				
<p>Skills/Content: <i>By the end of today's lesson, what will students know and be able to do?</i></p> <p>SWBAT...</p> <ul style="list-style-type: none"> outline a synthesis essay. 	<p>Assessment: <i>How will students demonstrate mastery of the objective?</i></p> <p>By...</p> <ul style="list-style-type: none"> reading synthesis essay sources and completing an argument map completing a synthesis essay outline 	<p>Criteria for Success: <i>What are the features of an ideal product?</i></p> <p>That includes...</p> <ul style="list-style-type: none"> identifying the perspective/thesis of each source identifying the connecting theme developing a unique perspective on the theme outlining claims connected by a line of reasoning 		
Week 10 Snapshot				
Monday	Tuesday	Wednesday	Thursday	Friday
U2L42 SWBAT review and outline a synthesis essay.	INTERIM ASSESSMENTS	INTERIM ASSESSMENTS	INTERIM ASSESSMENTS	INTERIM ASSESSMENTS

	Pre-Work
	<p><i>What set up or materials are needed for this lesson?</i></p> <ul style="list-style-type: none"> Lesson PowerPoint Copies <ul style="list-style-type: none"> Student Handout Synthesis essay documents (p. 9-15 of this document)¹ EOC Reference Sheet <u>Note:</u> Students should have already read the synthesis texts for prepwork. However, teachers should be prepared to accommodate for students who have not.
<p>Opening Sequence</p> <p>(11 min., 11 of 57)</p>	Start to Class
	<ul style="list-style-type: none"> Do Now (7) <ul style="list-style-type: none"> Students read the directions for Part B: Synthesis Essay and synthesis essay feedback from prior synthesis essays for <u>5 minutes</u>. They will place a star (*) next to the points that most resonate with them. <ul style="list-style-type: none"> <i>Sample feedback notes are included in the student handout. Customize them to the gaps and trends in your students' writing based on past synthesis essays.</i> Turn & Talk then whole class share out for <u>2 minutes</u> by cold calling 3 students.

	<ul style="list-style-type: none"> • Objective & Agenda (2) <ul style="list-style-type: none"> ○ Cold call students to read the objective & agenda. ○ Review Unit 2 calendar. • IA Structure Overview (2) <ul style="list-style-type: none"> ○ <i>“The Interim Assessment exam will be exactly as it was in Unit 1 and exactly as it will be on your AP End-of-Course exam in May.”</i> ○ Distribute additional copies of the EOC Reference Sheet—this should be students’ primary study resource for the IA. Emphasize that there is nothing new that students need to know for the IA. <ul style="list-style-type: none"> ▪ Give students 60 seconds to review. ○ <i>“Part A is 30 minutes and worth a third of the exam. It is the Argument Analysis, including identifying the main idea, explaining the line of reasoning, and evaluating the evidence. You reviewed this in your Winter Break packet, which you’ve received feedback on.”</i> ○ <i>“Part B is 90 minutes and the meat of the exam, worth two-thirds of the exam. It is the Synthesis Essay. We will be spending our time here, planning an essay today and writing it tomorrow.”</i> <ul style="list-style-type: none"> ▪ <i>“What are doing today is breaking down the process you should be taking step-by-step when approaching the synthesis essay.”</i> ○ Take 2-3 questions from students about the IA exam.
<p style="text-align: center;">Sources Discussion</p> <p style="text-align: center;">(15 min., 26 of 57)</p>	<p>Sources Discussion</p>
	<ul style="list-style-type: none"> • Sources Team Discussions (10) <ul style="list-style-type: none"> ○ <i>“Before you can jump into writing your synthesis essay, we need to unpack what each of the sources has to offer. Like our dinner party scenario from the start of the year, you need to listen—or, in this case, read—before you jump into the conversation.”</i> ○ <i>“For 2 minutes and 15 seconds at a time, you and your tablemates will discuss the following guiding questions for each source:</i> <ul style="list-style-type: none"> ▪ <i>Who is the author?</i> ▪ <i>What is the author arguing?</i> ▪ <i>What are the most salient (important) points?</i> ▪ <i>What, if anything, resonates with you?”</i> ○ <i>“For each of these, particularly the first, dig deep and use your best analytical skills. All of your discussion points should be captured in the appropriate box in your argument map on page 4 of your handout.”</i> ○ Students work in teams for <u>9 minutes</u>, spending <u>2 minutes and 15 seconds</u> per document. ○ As necessary, based on monitoring of student trends, address gaps whole-class.

		Mastered	Not Mastered	Common Errors
	Source A <ul style="list-style-type: none"> Contemporary China Chinese are increasingly using <u>credit cards</u> with serious consequences (debt) and promoting a culture of <u>consumerism</u>. 			
	Source B <ul style="list-style-type: none"> Statistics show <u>vast inequality</u> globally, between individuals and countries. 			
	Source C <ul style="list-style-type: none"> Poem highlights class distinctions between <u>middle class</u> and <u>working class</u>. Middle class is predicated on <u>sacrifices and work</u> of the working class. 			
	Source D <ul style="list-style-type: none"> 1889 = Gilded Age, severe inequality Carnegie = steel fortune The wealthy have a responsibility for <u>philanthropy</u> for the greater good of the community. 			
<ul style="list-style-type: none"> Argument Map (5) <ul style="list-style-type: none"> “Now that you have a strong understanding of each source, the next step is to understand how they relate to one another. With your teams, take the next <u>5 minutes</u> to quickly name the connections between the 4 sources.” 				
		Mastered	Not Mastered	Common Errors
<i>If >75% → Exemplar or Almost There • 50-70% → Comparative • <50% Break It Down</i>				
Forming a Perspective				
Forming a Perspective (9 min., 35 of 57)	<ul style="list-style-type: none"> Identifying the Theme (3) <ul style="list-style-type: none"> “The next step is to identify the common theme or thread that connects all 4 sources together. Think outside of the box—there are many possibilities and no 1 correct answer. You have <u>2 minutes</u> with your team to list as many as possible on page 5 of your handout.” <ul style="list-style-type: none"> Themes may include wealth and poverty, economic inequality, socioeconomic classes, culture of consumerism, etc. 			

	<ul style="list-style-type: none"> ○ Cold call 1 student to begin whole class discussion for <u>1 minute</u>. Follow up by asking students to justify their theme with evidence from the text. ○ Stamp the central theme <ul style="list-style-type: none"> ▪ <i>“The central theme of this synthesis essay is wealth and poverty. There are many variations and specific directions you can go, but this is at the heart of the 4 sources.”</i> ● Forming a Perspective (6) <ul style="list-style-type: none"> ○ <i>“Next, each of you is going to form your own unique perspective. You may not copy any of the existing sources’ points of view. And it’s important to note that your perspective may not come to you right away. So instead of putting pressure on yourself to come up with the perfect perspective and thesis statement first, let’s begin with a brainstorm.”</i> ○ <i>“For <u>2 minutes</u> silently and independently, I want you to write as many answers as possible to the question: When I think of this theme/issue (wealth and poverty), I think of...”</i> <ul style="list-style-type: none"> ▪ <i>“Challenge yourself to keep your pen moving the entire time. Your most creative and insightful thoughts may not come about until the last second! Dig deep and let anything and everything out onto the paper.”</i> ▪ <i>“Just as we did with our research questions, use the structure of who/what/when/where to help spark ideas about various avenues you can explore with this theme.”</i> ○ Have students turn & talk with their table mates for <u>1 minute</u> to share out with one another. Then cold call to share out whole class for <u>1 minute</u>, pushing for a variety of perspectives. ○ <i>“Now, look back at your list and place a star next to the idea that most resonates with you—the one that you feel most strongly about and want to argue for. This will be your thesis. Take <u>30 seconds</u>.”</i> ○ Cold call 4 students to share out their perspectives, highlighting for students how they are unique from one another and from the 4 sources.
<p style="text-align: center;">Synthesis Outline</p> <p style="text-align: center;">(20 min., 55 of 57)</p>	<p>Synthesis Outline</p>
	<ul style="list-style-type: none"> ● Argument Types & Line of Reasoning (5) <ul style="list-style-type: none"> ○ <i>“So we have our sources, our themes, and now our theses. Next we need to consider how to effectively build an argument. In the past, this has been our weakest skill overall, so let’s bring it back to the basics.”</i> ○ <i>“One page 3 of your handout, review the 4 types of arguments. You have <u>1.5 minutes</u> to read and annotate.”</i> ○ Assign each table 1 argument type. <i>“With your teams, take <u>1 minute</u> to come up with a sample thesis for your argument type. It can be about any topic whatsoever, I just want to be sure that we are clear on each type.”</i> <ul style="list-style-type: none"> ▪ Students turn & talk, then whip around to share out. ○ <i>“Now look back at the perspective that you starred on page 5. What type of argument will you be drafting?”</i> <ul style="list-style-type: none"> ▪ Give students <u>30 seconds</u> to determine their argument type. ○ <i>“The type of argument you have will determine what types of claims and line of reasoning you will have. For example, Andrew Carnegie in Source D had a proposal argument: the wealthy should invest their money in the common good, especially for the needy. He used several logical claims: (1) what the problem was and (2) reasons for why his solution was best.”</i>

	<p>(Teacher should point to visual on slides to emphasize proposal argument structure)</p> <ul style="list-style-type: none"> ○ “So, in a moment, you will begin your independent practice—to have a completed synthesis outline—on page 7. The 3 claims must follow a logical line of reasoning in order to prove your thesis, and your argument type will determine what type of argument structure you need.” ○ Quickly review the synthesis essay outline. <ul style="list-style-type: none"> ▪ Conclusion brainstorm should be very cursory. ▪ Students must use at least 2 sources as evidence. ▪ Students may use outside evidence. ▪ Note the outline checklist on page 8. ▪ Emphasize that students should walk into class tomorrow knowing exactly what to write based on this outline. • Synthesis Outline (15) <ul style="list-style-type: none"> ○ Students independently work on their synthesis essay outlines for 15 minutes. ○ As necessary, based on monitoring of student trends, address gaps whole-class. <table border="1" data-bbox="402 856 1502 1102"> <thead> <tr> <th data-bbox="402 856 768 894">Mastered</th> <th data-bbox="768 856 1133 894">Not Mastered</th> <th data-bbox="1133 856 1502 894">Common Errors</th> </tr> </thead> <tbody> <tr> <td data-bbox="402 894 768 1102"></td> <td data-bbox="768 894 1133 1102"></td> <td data-bbox="1133 894 1502 1102"></td> </tr> </tbody> </table> <p data-bbox="467 1102 1432 1129">If >75% → Exemplar or Almost There • 50-70% → Comparative • <50% Break It Down</p>	Mastered	Not Mastered	Common Errors			
Mastered	Not Mastered	Common Errors					
<p style="text-align: center;">Closing</p> <p style="text-align: center;">(2 min., 57 of 57)</p>	<p style="text-align: center;">End of Class</p> <ul style="list-style-type: none"> • Pack up, Clean up & Dismissal (2) <ul style="list-style-type: none"> ○ Closing reflection questions <ul style="list-style-type: none"> • <u>What steps did we take today in order to plan our synthesis essay?</u> <ul style="list-style-type: none"> • Read documents. Understand documents. Connect documents. Identify theme. Brainstorm ideas. Choose perspective. Identify argument type. Outline argument structure based on argument type. • <u>What was the impact of taking these steps in this order?</u> <ul style="list-style-type: none"> • Listening before speaking and reading before writing ensures that we are writing from an informed perspective, effectively leveraging all resources and information possible. 						
<p style="text-align: center;">Prepwork</p>	<p style="text-align: center;">Prepwork</p> <p>What prepwork will students complete to reinforce the skills from the lesson?</p> <ul style="list-style-type: none"> • Complete synthesis essay outline (if desired for IA practice) 						

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Reference	Reference
	Teachers are encouraged to read <i>Teach Like a Champion: 49 Techniques that Put Students on the Path to College</i> by Doug Lemov, and Uncommon Schools publication, to better understand the methods of teaching employed in this lesson.

¹ [“AP Seminar 2015 End-of-Course Exam Questions and Sources,”](#) by the College Board. Uncommon Schools does not own the copyright in “this document” and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright law. The user should make the judgment about whether this material may be used under fair use/fair dealing permissions in the user’s country.