

Simulations in the AP English Classroom

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Survivor Island Activity One Scoring Guide

Dr. Gingrich, AP Lang and Comp

Group Member's Names:

Name of Island

50 points, formative

Final Grade

<http://drgingrich.weebly.com/survivor-island.html>

Category	Inadequate/Adequate	Effective	Supercalifragilisticexpialidocious
Description of Island and Map 10 points	Does not complete all components, description lacks detail, all elements of map are not labeled/ or illustrated	All elements are labeled and described, gives a clear sense of the terrain of the island and the location of sections	Provides vivid description of elements and terrain via drawing and description
Decision of Items to Use 10 points	Describes items/may be incomplete or lack explanation of use or not list the websites	Gives a clear explanation of items, explains thoughtfully their use, and details the price and where the items could be purchased from a catalogue	Presents thoughtful problem solving and elaborate discussion of the effectiveness of each item as well as pricing and web sites where materials can be found

Narrative of Survival Length 30 points	Unclear, undeveloped, or uneven in explanation	Gives a thoughtful and complete explanation of the survival period and the reasons why people would last this long	Very intelligent and insightful description with key details of how long the individuals would survive, how they would develop a ruling "society," and the decision process they went through to reach these conclusions
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<http://drgingrich.weebly.com/survivorislandtwo1.html>

Survivor Simulation Planning Sheet

Group Members Names:

Describe the rules and the organization of competition (setting, etc.)

List the participants and why they will be part of the competition

Set up a timeline for meeting to prepare (we will work on this in class on December 5th and 8th; it is due December 15th.)

What is each person responsible for doing—what materials do you need

Rubric for Survivor Island 2 Presentation

Category	Inadequate	Adequate	Effective	Superior	Score
Written Expression (50 points)	Inadequately illustrates the setup of the competition, the inclusion of the characters, the success of the characters, and the reasons behind their success. Portions of the paper may be incomplete or unclear.	Adequately illustrates setup of the competition, the inclusion of the characters, the success of the characters, and the reasons behind their success. All components of the written portion are clear and complete.	Effectively illustrates the setup of the competition, the inclusion of the characters, the success of the characters, and the reasons behind their success.	Insightfully illustrates the setup of the competition, the inclusion of the characters, the success of the characters, and the reasons behind their success.	
Illustration of the Background of the Characters/Rules (50 points)	Unclear or undeveloped representations of the characters.	Characters are adequately represented within the video; some may not be completely clear and what characters are being represented may not be apparent.	Effectively illustrates the characters and their success in the competition.	Presentations in this category have a thorough and insightful understanding of the characters.	
Creativity (25 points)	Expression of characters and images has a great deal of	Limited originality and creativity.	Shows some originality of presentation, style and representation of characters.	Very creative and original rendition of the video and the experiences of the characters.	

	unevenness or thought.				
Preparation, staging, setting (25 points)	Disorganized and presented video. May ramble or limit its focus.	Gaps show limited signs of preparation and rehearsal.	Well rehearsed with signs of practice and acting.	Fluid and well rehearsed presentation with vividly memorable scenes and setting.	

Human Survival Synthesis Question: Dr. Gingrich, Fall 2014

Rough Draft : Monday, December 8th 2nd Draft: Friday, December 12th

Introduction

Any survey of news media outlets will illustrate the struggles of human beings as a species to survive from economic crises, starvation, terrorism natural disasters. Political discourse focuses on the potential demise of humans due to real or imagined threats from nuclear proliferation, viruses, global warming. Under this current culture of fear, popular culture has centered on the end of the human species from horrific threats such as vampires or zombies, in televisions shows such as *The Strain* and *The Walking Dead*. Many scientists argue that we could see the end of the world due to global warming, natural disasters, or overpopulation within the next millenia.

Writers such as Charles Bryant however, discuss the resiliency of the human species:

So are humans wired to survive? It sure seems like it. There are many examples of hard-wired human instincts that help keep us alive. Perhaps the most obvious case is the [fight-or-flight](#) response, coined by Harvard University physiologist Walter Cannon in 1915. When humans are faced with danger or stress, a biological trigger helps us decide whether to stay and fight or get the heck out of there -- flight.

In this synthesis questions we will consider the issue of survival as it pertains to humans collectively and individually.

The Prompt

Are humans a resilient species which can adapt to difficult situations and survive or a feeble group likely to head toward extinction in the not too distant future?

Read the following sources carefully. Write an essay in response to the above question. Within your essay consider the following two points:

- **What are the most significant issues affecting human survival (individually or collectively)?**
- **What characteristics of humans most affect their abilities to respond to these issues (collectively or individually)? What are humans strengths or weaknesses which affect their ability to survive?**

Essays should be 1250 to 1750 words (5 to 7 pages) and cite at least three of the articles and provide two references to the readings from the semester: *Into the Wild*, *Unbroken*, *The Things they Carried*, your independent novel, any of the stories or poems from the semester.

You should use at least three different types of appeals. The appeals are in the parenthesis so definition and cause and effect would represent two different types of appeals.

Logical (definition, cause and effect, sign, analogy, statistics, syllogism)

Ethos (authority of the speaker)

Pathos (questions of value: is this right or wrong? Questions of emotions: anger, fear, joy, etc.)

Rubric for Synthesis Question on Survivor Question

Name:

Category	9/8 Sophisticated	7/6 Effective	5/4 Adequate	3/2/1 Inadequate
Argumentation	Takes a sophisticated position that defends, challenges, or qualifies the issue regarding the resiliency of humans. There is a thorough explanation of the issues facing the survival of human beings and the characteristics which humans do or do not possess which affect their survival.	Takes an effective position that defends, challenges, or qualifies the issue regarding the resiliency of humans. There is a clear explanation of the issues facing the survival of human beings and the characteristics which humans do or do not possess which affect their survival.	Takes an adequate position that defends, challenges, or qualifies the issue regarding the resiliency of humans. There is an explanation of the issues facing the survival of human beings and the characteristics which humans do or do not possess which affect their survival although the development may be uneven, inconsistent, or lacking in developing	Generally fails to offer a clear thesis and presentation of key ideas; may not discuss some of the key issues with respect to the issues or characteristics.
Support	Support is cogent; evidence connects thoughtfully to the positions the author is advocating	Support is effectively utilized; evidence connects clearly to the positions the author is advocating	Support may be unclear, undeveloped, or inconsistent	Support is highly limited
Sources/Synthesis	The paper fluently synthesizes all of the texts (3 articles and 2 works from class) into the essay and blends those sources into the essay in a sophisticated fashion	The paper effectively synthesizes the appropriate number of sources and clearly uses those sources in the paper	Sources are used but the synthesizes of the sources may be limited (one or more sources may be missing)	Sources may not be used or the connection between the sources and the argument may be uncertain
Style and Flow	The paper has a sophisticated organization and a mature writing style *9 essays will be particularly strong in style, use off sources, or sophistication of written style	Effective written style though not flawless; 7 Essays will have stronger support or a clearer written style	Adequate and clear writing though style may be functionary and show little flair	May have significant errors which impede comprehension

Animals in Captivity Simulation in connection to

100 points formative

AP Language and Composition

Fall 2015



“The greatness of a nation and its moral progress can be judged by the way its animals are treated.”
– Mahatma Gandhi

"Let Us make man in Our image, according to Our likeness; and let them rule over the fish of the sea and over the birds of the sky and over the cattle and over all the earth, and over every creeping thing that creeps on the earth." [Genesis 1:26](#)

General Guidelines:

For your simulation you are first to read the articles and reference the film *Blackfish*. You should then find at least two other articles which you may use to support your position.

Opening:

Zoos and circuses have held animals in captivity for centuries; other animals have been used for domestic purposes both as pets and laborers. Many people argue that animals should only be left in the wild and should never be held against their will. Other people argue that

animals are to serve people in whatever purposes people deem acceptable. For this activity you will be debating whether or not animals should be held in captivity (zoos, aquariums, circuses, as pets, for labor etc.) and what the most significant factors are in determining whether they should be held in captivity. You will argue from one of six position which you will be given: pro or con.

Roles and Guidelines

1. Create some background identity for the generic individual you are given.
2. List what factors are most important in considering whether an animal should be in captivity (at least three).
3. Give an opening argument.
4. Respond to the positions of the other groups via questions or responses
5. Present a closing argument which summarizes your position, responds to questions or arguments of other groups.

You must make at least three references to the film and the articles. You must also reference at least two other articles during your presentation.

Written responses to 1-3 should be posted to google classroom prior to the debate.

This is the order and time frame for the debate portion. We will begin on Thursday and finish on Friday (check that your group members will be here for the days they are to present).

1. Present a description of the biography and experiences of the character (one page)
2. List the three most important factors and explain why they are the most important (2 minutes)
3. Present an opening argument for your position (3 minutes)
4. Provide responses or questions to the other group's openings (3 minutes)
5. Present your closing argument (3 minutes)

Each member should familiarize themselves carefully with the readings looking at key aspects. They should be prepared to respond from the perspective of their group's figure to the situation.

Positions

Group A: Pro, a zoologist at the San Diego Zoo

Group B: Con, an animal rights activist

Group C: Pro, a big game hunter who has large game on their property

Group D: Con, the spouse of an animal trainer who was injured at an amusement park

Group E: Pro, a minister of tourism for a country which is dependent on individuals travelling to the country to see animals, some that are in captivity

Group F: Con, a marine biologist who studies sea life in the wild



Group Members:

Scoring Guide for Blackfish Simulation/Position:

Category	Inadequate 65-74	Adequate 75-84	Effective 85-90	Exemplary 91-100
Stays in Character Biography posted to google classroom (10 points)	Little Knowledge of Character	Clear Knowledge of Character	Thoughtful Representation of Character	Insightful and fully developed representation of character
Knowledge of the Readings/Clarity of Most important Issues (factors posted to google classroom) 20 points	Little evidence of readings	Shows knowledge of readings and key ideas	Effectively supports ideas through examples from readings	Displays thorough knowledge of readings by synthesizing information from multiple source
Initial Arguments (opening posted to google classroom) 25 points	Unclear arguments	Clear and logical arguments	Thoughtful and well supported arguments	Insightful and persuasive arguments
Response to Other Teams/ Questions 20 points	Little knowledge of oppositional arguments and ability to respond Unclear questions	Careful knowledge and ability to respond; signs of active listening Adequate Questions	Responds to and critiques/elaborates on other teams' positions Clear and well thought out questions	Sophisticated analysis, critique, and elaboration upon the arguments of other teams Superior questions show close analysis of other group's presentation and sophisticated knowledge of key and issues

Final Response 25 points	Unclear arguments	Clear and Logical arguments	Thoughtful and well supported arguments	Insightful and persuasive arguments
Total score				

Activity One for Unit on Animal

- AP Language and Composition, Fall 2015



Treatment

- **Prereading**
- View the scene from CNN on Trophy Hunter possible Trial
 - <http://www.cnn.com/videos/world/2015/07/31/lion-hunter-dentist-wanted-mckenzie-dnt-lead.cnn/video/playlists/cecil-the-lion/>
- What are the significant issues being raised?
- Based on what you know should the dentist be tried?
- **Reading**
- Read and annotate the articles including the pictures on trophy hunting. For each article annotate the following
- What is the thesis of the article?
- Review Everything is an Argument Chapter One
 - What type of argument is being made?
 - What is the occasion of the argument?
- What types of appeals are made (ethos, pathos, logos)? Underline specific examples of these for each article?
- What is most effective about the arguments?
- **Writing**
- Write a letter to the U.S. Wildlife and Fisheries Service Taking a Position on whether or not big game should be hunted for sport. Your letter should include three pieces of support and 2 quotations from the article.

Trophy Hunting

Letter Rubric

Names: _____

Class Period: _____

Element	Does Not Meet Standard	Approaches Standard	Meets Standard	Exceeds Standard
Use of sources	Draws inaccurate or highly debatable information from one or more sources; does not acknowledge discrepancies.	Draws debatable information from one or more sources; may identify or acknowledge discrepancies.	Synthesizes accurate information from two or more sources; identifies and acknowledges discrepancies.	Expertly synthesizes accurate information from at least two sources sources; identifies and acknowledges complexities, discrepancies.
Organization and Structure	There is a lack of organization which makes it difficult to identify or focus on the thesis.	Thesis and organization rarely work together to give your letter focus.	Thesis and organization inconsistently work together to give your letter focus.	Thesis and organization consistently work together to give your letter focus.
Voice	The text does not incorporate the individual voice; writing is generic.	Portions of the text incorporate the individual voice.	Text incorporates the individual voice in sentence variety and style.	Text highlights the individual voice in sentence variety and style.

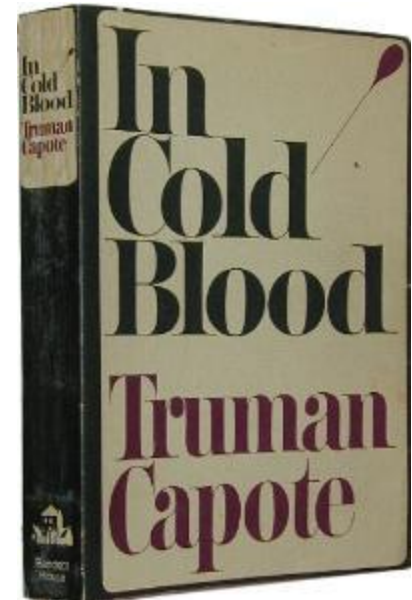
Grammar, Mechanics, and Formatting	<p>Major flaws in the category of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.</p> <p>Format is incorrect or missing major elements.</p>	<p>Several minor flaws in the category of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.</p> <p>Minor flaws in paper format.</p>	<p>Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.</p> <p>Basic formatting (double space, MLA Header, etc.)</p>	<p>Demonstrates a skillful understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.</p> <p>Appropriate formatting (double space, MLA Header, etc.)</p>
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Death Penalty Simulation in connection to *In Cold Blood*

100 points formative

AP Language and Composition

Dr. Gingrich, SP 2015



Putting men to death in cold blood by human law seems to me a most pernicious and brutalizing practice.» Horace Greeley, 19th Century American educator

May the bad not kill the good,
Nor the good kill the bad
I am a poet, without any bias,
I say without doubt or hesitation
There are no good assassins.»

Pablo Neruda, 20th Century Chilean Poet

General Guidelines:

For your simulation you are first to read the articles, I am giving you links to a web pages on the issue. Each member will then serve one of the five functions (for groups of six two of the group members may do one of the parts).

Opening:

The death penalty has a long history in the United States as does the prison system. This has been debated within our representative system. Many states have abolished the death penalty. Arguments include the cost, racial and gender bias in those sentenced to the death penalty, accuracies of trials, morality, methods of execution, and constitutionality. Currently, 17 states, beginning with Michigan in 1846 and the District of Columbia have outlawed it while 33 states including Georgia along with the U.S. Military uphold the death penalty. According to Amnesty International, in 2011 the United States ranked 5th in the number of executions with 43, behind Iraq (68), Saudi Arabia (83), Iran (360), and China (no official report but estimates over a thousand, perhaps over four thousand). Based on the position of the individual you are to prepare an argument, using the sources below as support, as to whether or not you support the death penalty in the state of Georgia.

- 1. Create some background identity for the generic individual you are given.**
- 2. List what factors are most important in considering the death penalty (at least three).**
- 3. Give an opening argument.**
- 4. Respond to the positions of the other groups via questions or responses**
- 5. Present a closing argument which summarizes your position, responds to questions or arguments of other groups.**

You must refer to the book In Cold Blood at least three times during your presentation You must cite at least three other sources from below or you may find your own sources and cite those.

Post written responses to 1-3 should be posted to google classroom prior to the debate.

This is the order and time frame for the debate portion. We will begin on Thursday and finish on Friday (check that your group members will be here for the days they are to present).

- 1. Present a description of the biography and experiences of the character (one page)**
- 2. List the three most important factors and explain why they are the most important (2 minutes)**
- 3. Present an opening argument for your position (3 minutes)**

4. Provide responses or question to the other groups openings (3 minutes)
5. Present your closing argument (3 minutes)

Each member should familiarize themselves carefully with the readings looking at key aspects. They should be prepared to respond from the perspective of their group's figure to the situation.

Readings for Debate Simulation

Document A: FBI Crime Statistics

http://www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2013/crime-in-the-u.s.-2013/tables/1tabledatadecoverviewpdf/table_1_crime_in_the_united_states_by_volume_and_rate_per_100000_inhabitants_1994-2013.xls

Document B: Gallup Poll

<http://www.gallup.com/poll/1606/death-penalty.aspx>

Document C: A Short History of Georgia's Death Penalty from *Creative Loafing*

<http://clatl.com/atlanta/a-short-history-of-georgias-death-penalty/Content?oid=10512956>

Document D: "The Humane Death Penalty Charade" from the *New York Times*

<http://www.nytimes.com/2015/01/27/opinion/the-humane-death-penalty-charade.html? r=1>

Document E: The Slow Demise of the Death Penalty from the *New York Times*

<http://www.nytimes.com/2013/12/30/opinion/the-slow-demise-of-capital-punishment.html>

Document F: Worst of the Worst Deserve Death Penalty from the *Baltimore Sun*

http://articles.baltimoresun.com/2013-01-17/news/bs-ed-death-penalty-pro-20130117_1_death-penalty-ultimate-punishment-ultimate-sanction

Document G: Death Penalty deters Crime limit Suffering *Oakland Press*

<http://www.theoaklandpress.com/general-news/20130423/death-penalty-deters-criminals-limits-suffering-guest-opinion>

Document H: Put to Death for Being Black from *Time Magazine*

<http://ideas.time.com/2012/05/03/put-to-death-for-being-black-new-hope-against-judicial-system-bias/>

Rubric for Simulation

Team Members Names:

Simulation Topic:

Grade

Category	Inadequate 65-74	Adequate 75-84	Effective 85-90	Exemplary 91-100
Stays in Character Biography posted to google classroom (10 points)	Little Knowledge of Character	Clear Knowledge of Character	Thoughtful Representation of Character	Insightful and fully developed representation of character
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Final Response 25 points	Unclear arguments	Clear and Logical arguments	Thoughtful and well supported arguments	Insightful and persuasive arguments
Total score				

Great Gatsby Mock Trial Group Members Roles

Group Responsibilities

- Present opening and closing arguments.
- Prepare 2-3 pieces of evidence drawn from the play (artifacts, documents, tools, etc.).
- Prepare and deliver up to 5 witness testimonies. Cross examine witness from the other side.
- Present a witness list and items of evidence to the opposition one day prior to the trial. Witnesses may be characters from the novel or expert witnesses—psychologists, police officers, forensic experts.
- Each group will have 20 minutes to deliver its case. Serve as judge, bailiff, or jurors for the other trial.

Participants and Roles:

2-3 Lawyers

2-5 Witnesses

Lawyer And Witness Roles and Responsibilities

Lawyer #1

Presents Opening Argument

Introduces Evidence

Lawyer #2

Questions Witnesses

Cross examines witnesses from other presentations

May Present Closing Argument

Lawyer #3 (Optional)

May present Closing Argument

Witnesses

Present information under questioning

Responds to cross examination from other lawyers

Presentation may include both characters from the play and expert witnesses (psychologists, medical examiners, constables or sheriffs, etc.)

TEAM A1

Prosecution of Daisy Buchanon for manslaughter

In Death of Myrtle Wilson

TEAM A2

Defense of Daisy Buchanon for manslaughter

In Death of Myrtle Wilson

TEAM B1

Prosecution of Tom Buchanon in the death of James Gatz (conspiracy to commit murder)

TEAM B2

Defense of Tom Buchanon in the death of James Gatz (conspiracy to commit murder)

American Dream AP Synthesis Practice/Preparation for Seminar Discussion

Dr. Gingrich

AP Lang and Comp Spring 2014

The term was first used by James Truslow Adams in his book *The Epic of America* which was written in 1931. He states: "The American Dream is "that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement. It is a difficult dream for the European upper classes to interpret adequately, and too many of us ourselves have grown weary and mistrustful of it. It is not a dream of motor cars and high wages merely, but a dream of social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position." (<http://memory.loc.gov/learn/lessons/97/dream/thedream.html>)

In America, we have always had a vision that life can be bigger, richer, better, that the future will always be an improvement on the past. Our values place high emphasis on individuality, equality, that through hard work and thrift we can all have a better life. We admire self-made men and women who improve themselves, who come from poverty to achieve tremendous wealth and fame. It is this possibility which leads James Gatz to change his name to Jay Gatsby to strive for fame and fortune and the love of Daisy, someone who in other society's would be unattainable for a poor boy from Minnesota. In his observations of American society in the 1830's, the French writer Alexis De Tocqueville calls this "the charm of anticipated success."

"But in democracies the love of physical gratification, the notion of bettering one's condition, the excitement of competition, the charm of anticipated success, are so many spurs to urge men onward in the active professions they have embraced, without allowing them to deviate for an instant from the track. The main stress of the faculties is to this point. The imagination is not extinct, but its chief function is to devise what may be useful and to represent what is real. The principle of equality not only diverts men from the description of ideal beauty; it also diminishes the number of objects to be described." (De Tocqueville, *Democracy in America*)

The American Dream often calls us to forget the past and concentrate on the future but our history as Jim Cullen contends is something that we can never forget. "At the core of many American Dreams, especially the dream of the Coast, is an insistence that history doesn't matter, that the future matters far more than the past. But history is in the end the most tangible thing that we have, the source and the solace for all our dreams" (Jim Cullen, *The American Dream: A Short History of an Idea that Shaped a Nation*)

While the dream is a calling that all Americans hear, racism, sexism, and violence have been a large part of our experience. In a country of phenomenal wealth, a country where Mark Zuckerberg can have estimated wealth of \$10 billion by the time he is 27 for creating a social networking site, nearly 50 million people still live below the poverty line. Indeed, the American Dream is a paradox which well a question of contention, stills tends to define what Americans are. Consider the following questions.

1. What is the American Dream?
2. How has the American Dream changed?
3. What do *Great Gatsby* and *In the Garden of Beasts* reveal about the American Dream?
4. Is the dream still alive?

The Assignment:

Read the following documents, including any source matter. Cite at least three sources in your notes (use three direct quotes from these sources). Use two quotes each from *Great Gatsby* and *In Cold Blood* to support your positions. Respond to the following question in a complete essay. The rough draft will be due on Monday, March 11th, and the 2nd draft will be due on Monday, March 18th. In your response you may defend, refute, or qualify the following statement.

The charm of anticipated success is an illusion which throughout the history of the United States has denied the reality of American life for the vast majority of Americans.