**Dystopian Novel as Argument**

**REHUGO Project**

**Rationale:**

The ability to advance an informed, logical argument is vital—not only to this course but to everyday life. Just think how many local, national, and global issues could be solved if everyone were fully informed and carefully considered all the perspectives.

A successful argument includes:

* A clear statement of position;
* A logical, effective presentation of the evidence in support of your position;
* Consideration of the evidence of the opposition; and
* A powerful conclusion—quite possibly one which proposes a compromise or a solution.

Ultimately, all argument is based on the evidence, whether that evidence is in the form of facts, statistics, expert testimony, examples, anecdotes, or other appeals to our beliefs and needs. Effective argument relies on a variety of evidence, evidence that derives from **REHUGO**—

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **R** | **E** | **H** | **U** | **G** | **o** |
| Reading | Entertainment/Arts | History | UniversalTruths | Government | Opinion |

Together, these categories represent the “toolbox” of source information you can use to support any argument or conversation you might have in your education and, more specifically, for this project and for the AP Language exam.

**The Project:**

The dystopian novel you completed in class was making an argument about a problem in society. It is up to you to articulate that claim, and then you will create a scrapbook which looks at that argument in myriad ways.

The scrapbook may be presented in a variety of ways: print (folder, binder, traditional scrapbook) or electronic (Google docs or other relevant application). Extra points for appearance.

You must start the piece with a table of contents that shows the order and content of your scrapbook. You will find an acceptable fill-in-the-blank Table of Contents on the back of this sheet. Feel free to make your own if it includes the elements recommended.

**CREATIVITY AND PRESENTATION WILL ADD TO THE APPRECIATION (POINT VALUE) OF THE PROJECT.**

|  |  |
| --- | --- |
| **R** | Your novel will serve as the R. You must create some visual representation of the argument presented by your author in your book. |
| **E** | Locate an argument-related movie, art medium, or song. Include the piece/representative image of the piece. Write a rhetorical precis.  |
| **H** | Identify a historical event connected to the argument. Perhaps it is the inciting event…Include an online encyclopedia entry (not Wikipedia) or anything that succinctly explains the event from a reliable source. Write a ½ page explanation of the event’s relevance to your author’s argument. |
| **U** | Find two truths that appear as either common maxims or quotes from any reading – print a copy of the page the quote appears on if from a book, or find a printed copy of the maxim. Their presence should be self-evident. |
| **G** | Provide evidence on the validity of your author’s claim through THREE news articles that address the problem or with a written transcript of a personal interview with someone who is an expert on the topic (an expert is typically a degreed individual, not a peer). These should be annotated. |
| **O** | Locate TWO Op/Ed articles on each side of your argument. Then write a one pager discussing the position each takes and how each presents its evidence. Conclude by evaluating and explaining which did it better. |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AP Language

REHUGO Scrapbook

25 April 2019

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