AP® English Literature
and Composition

IMPACT OF EDUCATION

Student Workbook

AP® with WE Service

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Getting to Know the Topic

Access to Education: Globally

In 2015, through the Sustainable Development Goals, the United Nations established SDG 4 which aims to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." While there has been progress toward achieving this goal, approximately 258 million children and youth were out of school in 2018. Poverty, lack of access to quality health care, geography, gender, child labor, and food insecurity are some factors that prevent children from attending school.

Fast facts

▸ An estimated 40% of people are taught in a language they don't speak or fully understand.

▸ Globally, approximately 15% of teachers have not received the minimum pedagogical training needed in order to teach.

▸ In 2019, less than one half of primary and lower secondary schools in Sub-Saharan Africa had access to electricity, the Internet, computers, and basic handwashing facilities, key basic services and facilities necessary to ensure a safe and effective learning environment for all students.

Taking Action Globally

There are a number of ways that students can take action in their own school and community to help developing communities around the world improve their access to education. Some ideas include:

▸ Volunteer at an organization that works for global issues—many organizations offer ways to get involved on their websites and in their offices

▸ Collect supplies (in consultation with the organization) or raise funds for an organization that will share the outcomes of the donations

▸ Create a campaign writing letters to the United Nations, government bodies, and other leaders to ask for added resources on the issue

More than 700 million people worldwide are illiterate, two thirds of them being women.

Getting to Know the Topic

Access to Education: Locally

In the United States, despite a doubling of spending since the mid-1970s, average educational attainment has stagnated. Education is also highly correlated with employment and workforce participation. High school dropouts today have 3.5 times the unemployment rate of college graduates. More than 50% of high school dropouts are not in the labor force and an additional 19% are looking for work. Male high school dropouts were 47 times more likely to be incarcerated than a college graduate.

The issues are highlighted even further when comparing educational statistics and outcomes of other industrialized nations with those of the United States. Among the 35 members of the Organization for Economic Cooperation and Development, which sponsors the Program for International Student Assessment (PISA) initiative, the U.S. ranked 30th in math and 19th in science.

Fast facts

▸ According to the National Assessment of Educational Programming (NAEP), only 25% of 12th grade students are "proficient" or "advanced" in math.

▸ As of 2019, the United States was experiencing a 307,000 job shortfall in public education, according to the Economic Policy Institute.

▸ Only 37% of high school dropouts indicated their school tried to talk them into staying.

Taking Action Locally

Within their local or national community, students can:

▸ Work with a local organization addressing the topic

▸ Collect educational resources—like books, notepads, pens, and backpacks—and donate them for distribution to benefit students in need

▸ Create and deliver an educational workshop to raise awareness about educational topics and its local impact with a strong call to action that leads to enacting change

With both their global and local actions, encourage students to be creative with the ideas they develop through their action plans.
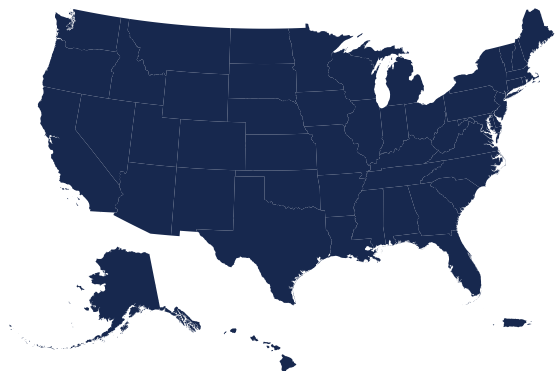
45% of high-poverty schools receive state & local funds below what is typical for other schools in their district.

Lesson 1 Worksheets:
Focusing On The Importance of Education

Student Viewing Guide

Chimamanda Ngozi Adichie 2019 American University Commencement Address

VIEWING OBSERVATIONS	
As you view the video clip, collect key observations about Adichie's perspective on education.	
Observation #1	
Observation #2	
Observation #3	

Implication
After you have finished viewing the video, review your observations. Synthesize your findings into one larger statement about Adichie's view on education.

Defining Education: Individual Brainstorming vs. Small Group Synthesis

INDIVIDUAL BRAINSTORMING: DEFINE AND EVALUATE EDUCATION
Briefly, list key words, phrases, and thoughts that you have for the three categories below.
Use the questions on the left to guide your thinking.

Definition How would you describe education?	
Purpose What is the role of education?	
Impact What impact does education have on the individual? Society?	

Small Group Synthesis

Discuss your brainstorming from the activity above. Then, synthesize the most important aspects of definition, purpose, and impact into a small group argument for each category.

Definition	
Purpose	
Impact	

Student Activity: Analyzing Texts and Creating Thematic Connections

Textual Analysis Exercise	
Textual Evidence Choose three pieces of evidence that reveal the speaker's perspective on education.	**Commentary** Explain what the evidence reveals about the speaker's perspective on education.
Claim Draft a claim about the speaker's perspective on education.	

Lesson 2 Worksheets:
Pursuit of Education

Examining the Pursuit of Education: Individual Thinking and Small Group Synthesis

Consider the following quote from Nelson Mandela's autobiography *Long Walk to Freedom* and answer the questions below, first individually and then together as a small group.

"Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farmworkers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another."

Questions for Consideration	Individual Thinking	Small Group Synthesis
	Read through the questions to the left and jot down below your original thinking in response to each question.	Discuss the key ideas and insights from your individual thinking. Then, synthesize the most important aspects of your collective thinking and jot them down below.
How do you understand Mandela's metaphor of education as "the great engine of personal development"? What does the comparison of an "education" to an "engine" imply to you?		
Mandela provides three examples of individuals who are able to pursue opportunities through education— "the daughter of a peasant can become a doctor," "the son of a mineworker can become the head of the mine," and "a child of farmworkers can become the president of a great nation." Why do you think Mandela offers these examples? How do these examples support his ideas about education?		
As you consider Mandela's examples, think also about individuals from your personal experience, observation, or reading who actively pursue their education. What motivations may influence their pursuit of education?		

Questions for Consideration	Individual Thinking	Small Group Synthesis
	Read through the questions to the left and jot down below your original thinking in response to each question.	Discuss the key ideas and insights from your individual thinking. Then, synthesize the most important aspects of your collective thinking and jot them down below.
Similarly, as you consider Mandela's examples and other individuals from your personal experience, observation, or reading, what constraints or barriers might influence their pursuit of education? How might some individuals feel disenfranchised from their education by these constraints or barriers?		
Do you agree with Mandela's assertion about education in the final sentence of the quote: "It is what we make out of what we have, not what we are given, that separates one person from another"? Why or why not?		

Prose Fiction Analysis Prewriting Organizer

Using the last sentence of the prompt as a guide, read and annotate the passage for textual evidence and literary elements and techniques that relate to the development of Estrella's complex character. Organize your findings and key ideas or insights in the table below. Then, draft and revise a thesis statement to develop a complex and nuanced interpretation around which you construct your response.

PROSE FICTION ANALYSIS ORGANIZATION		
Order Plan the order of your evidence by writing a number in each row below.	**Textual Evidence** List evidence and/or literary elements and techniques from the text that speak to the development of Estrella's complex character.	**Key Idea or Insight** List the key idea or insight that the evidence and/or literary element or technique reveals about the development of Estrella's complex character.

Thesis Draft

Review the evidence you've selected and then draft a thesis statement that responds to the prompt and offers a defensible interpretation of Estrella's complex character.

Thesis Revision

Then, review your thesis statement and revise it to develop a more complex and nuanced interpretation.

Reflecting on Writing: Identifying Areas for Revision and Improvement

Review the descriptions of the point categories on the scoring guidelines relevant to your score. Review your writing and identify areas for improvement in a potential revision of your written response.

FREE RESPONSE COMPONENT Examine your written response through each component below. Revisit your free-response score for each row below.	AREAS OF SUCCESS Where did your written response successfully address the free-response question?	OPPORTUNITIES FOR REVISION How might you improve your writing within the context of each component of the free-response scoring guidelines?
Thesis		
Evidence and Commentary		
Sophistication		

Lesson 3 Worksheets:
Education Advocacy

NAME: _____

TEAM MEMBERS:_____

Problem Tree

In your Problem Tree graphic organizer, start by writing the problem in the trunk of the tree, and then look at the causes and effects of an issue. Keep digging to go deeper on the issue to find its supporting and root causes.

Leaves/branches: Effects

These are the results created by the problem. At first, this part of the issue appears easy to tackle, but when leaves and branches are trimmed, they grow back quickly. Consider the multi-layered effects, or "effects of effects," that can arise when a problem goes unaddressed. Always ask: "Then what happens?"

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Trunk: Problem

This is the key issue that is being studied. Because it is not as apparent as the leaves, the core problem itself sometimes takes a little longer to identify.

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Roots: Causes

These are the situations or factors that have led to the problem. When exploring the root causes of a problem, ask yourself "Why does this problem exist?" Dig deeper to consider the "causes of causes"—the multiple layers of factors that contribute to a problem.

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NAME: _____

TEAM MEMBERS: _____

Needs Assessment

The following series of questions helps you to analyze and identify ongoing areas of need within organizations addressing your issue.

1. Identify 3-5 organizations working on issues related to the issue your team is working on.

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2. What does each organization do well in response to the issue and/or related issues?

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3. What could each organization do better in its response?

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4. What areas of need related to access to your issue have you learned about that each organization is NOT addressing?

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5. Considering all 3-5 organizations, where are there ongoing needs that are not being adequately addressed?

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6. Considering all 3-5 organizations, where are there ongoing needs that are being addressed successfully, and to which you can add further efforts to support the issue?

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NAME: _____

TEAM MEMBERS: _____

Solution Tree

In your Solution Tree graphic organizer, start by rewriting the problem from your Problem Tree, and reframing it as a goal at the trunk of the tree. Then consider the different solutions (the roots) and possible outcomes of the solutions (the branches).

Leaves/branches: Outcomes

These are the results created by the solution. Results may appear as straightforward as having achieved goals, but when you consider the ripple effects and outcomes of sustainable results, the impact is far-reaching and long-lasting. Always ask: "Then what happens?"

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Trunk: Problem

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Trunk: Goal

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Roots: Solutions

These are the actions needed to solve the problem and achieve the goal stated at the center of the Solution Tree. When exploring solutions, ask yourself "How will this solve the problem?" Dig deeper to think holistically, so that you are looking beyond the short-term and addressing not only the symptoms of the problem but the root causes as well.

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NAME: _____

TEAM MEMBERS:_____

Reflect: Investigate and Learn

Now that you have investigated problems and potential solutions associated with impact of education, think back over what you have learned: How can what you are learning in your AP® English Literature and Composition class support your solutions? Do your solutions support education locally and globally?

Record your thoughts on the lines below. If you run out of room on this page, use additional paper to write a lengthier response. As you write, think about the following questions to help shape your reflection.

▸ What are the social impacts of access to education, locally and globally?
▸ As you investigated existing programs addressing access to education, what did you feel these programs do well, and what did you feel they could do better?
▸ Who should be responsible for improving education, locally and globally? What role do you think you could play in improving education, locally and globally?
▸ Based on what you learned about education, and the actions others are already taking, what are five areas of need that you could address?
▸ What attracts you to these areas?
▸ What are some actions that your team could take to address these areas?
▸ What excites you about these actions and the impact you can have?

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NAME: _____

TEAM MEMBERS: _____

Summarizing Your Investigation

In your teams, you will summarize what you have learned from your investigation. Your work may be supported by multimedia or print materials that synthesize and analyze the topic and issue on local and global levels.

When summarizing your investigation, keep the following in mind:

▶ What are the key takeaways from your investigation?

▶ How are the problems you investigated similar at local and global levels? How are they different?

▶ How are the solutions you investigated similar at local and global levels? How are they different?

▶ Why may your investigation be important to other AP® English Literature and Composition students?

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Approaches to Taking Action Information Sheet

DIRECT SERVICE

WHAT IS IT?	Personally engaging with and providing hands-on service to those in need (usually in conjunction with an organization).	
EXAMPLE GOAL	By the end of the semester, we will support a local food bank and shelter by packing and serving food to people in the community. We will also visit our neighboring elementary school and teach a lesson on food insecurity in our community.	
ACTIONS	• Reach out to local shelters and food banks to arrange a day for the class to visit and provide hands-on support • Once a date has been decided, make sure students all have permission to travel to the food bank (if during school hours)	• Connect with teachers/administration at local elementary school and arrange to visit a classroom to teach a lesson to young students on food insecurity • Create and print worksheets to use with younger students

INDIRECT SERVICE

WHAT IS IT?	Channeling resources to the needs of a community—locally, nationally, or internationally.	
EXAMPLE GOAL	By the end of the year, we will create a storage and donation system for local families in need, where they can access furniture and other household items. We will develop a system for donations, pick-ups, and inventory.	
ACTIONS	• Conduct research into which items are most needed by community members (e.g., bed frames, dining tables, household goods, etc.) • Reach out to local businesses to try to get a storage space donated • Connect with school social workers/administration to gain their support • Put up flyers around school and in the community, asking for donations (list specific items needed), including instructions on how/where to donate	• Develop an online database for tracking donations and pick-ups, and maintaining inventory • Share pick-up information with local shelters, churches, community centers, etc. • Share the donation system with school social workers, so that they can maintain the project in future years

ADVOCACY

WHAT IS IT?	Educating others about an issue to increase visibility and following up with an action that focuses on enacting change. Actions around advocacy often look like raising awareness, but without a strong call to action within the initiative as a whole. Educating others is not considered service in and of itself.	
EXAMPLE GOAL	Through an informative art piece, we will educate our school community about the waste created by single-use plastic water bottles, and the impact they have on the environment. Then, we will sell reusable water bottles at school, and the proceeds from the sale will go toward clean water projects in developing countries.	
ACTIONS	• Research the impact of single-use plastic water bottles around the school and in the local community • Plan out and create a 3D sculpture that incorporates informative text on the issue of single-use plastics • Seek permission from school administration to display the piece in a common area of the school	• Design and order water bottles to sell at school • Research and select an international organization that focuses on clean water projects • Organize a selling schedule for the water bottles, donate profits

NAME: _____

TEAM MEMBERS: _____

Creating the Action Plan

This outline serves as a basic template for your action plan. Use additional space and resources to help you build out each part with the right amount of detail and flow to ensure you have the strongest action plan that you and your team can implement with ease. Remember, this is your road map for your service project!

TEAM GOAL:

MEASURES OF SUCCESS:

Required Network and Resources
In order to complete this goal, our team will need to develop the following network and access the following resources:

NETWORK:	RESOURCES:

ROLES AND RESPONSIBILITIES Each team member will take on the following roles and associated responsibilities:

TIMELINE Our team will use the following timeline to complete tasks and successfully carry out the action to meet our goal(s):

NAME: _____

TEAM MEMBERS: _____

Five Action Planning Pitfalls Tip Sheet

Once your team has completed the major components of your action plan (creating your teams and setting goals, timeline, and network), review the five action planning pitfalls provided below to ensure these have been avoided. Review your plans—individually first, then together as a team. After the review, rework your action plans, if necessary.

1. **Setting an unclear goal**
   The first and most important part of any action plan is defining the goal, or what you want to achieve. It should be clear and easy to understand, for example, "We want to collect 500 cans of food," or "We want 200 people to learn about WE Villages." If the goal is not clearly defined, proper planning will be difficult if not impossible. As a best practice, have a peer from another team review your goal to ensure it is as clear as you hope.

2. **Planning unrealistic actions**
   After the goal is set, begin planning the actions necessary to achieve it. It is important that the steps make sense and are achievable. Do not plan unrealistic actions, such as working at times that will interfere with schoolwork, overestimating how many people can help out, or planning to go to places that would be difficult for you to reach. Consider each team member's school and community schedule, such as work and extracurricular activities. Before planning an action, ask yourself, "Is this action realistic?"

3. **Rushing the process**
   Do not be too hasty in planning actions. While you may be excited to start, proper planning takes time. The better the planning and organization, the more success you will achieve. Even if it means slowing down to figure out details, do not rush and leave out important steps.

4. **Not asking for help**
   Do not be afraid to ask for help. When a network is created, bigger goals can be achieved faster. Reach out to friends, parents, and mentors. People generally enjoy helping, especially if it is for a worthy cause.

5. **Not learning from mistakes and giving up too quickly**
   We all make mistakes—it is normal and healthy. Mistakes allow us the opportunity to learn and grow. So, learn from the mistakes. Ask, "Why did this happen?" and "How can I avoid this problem next time?" Actively think about the mistakes and how it will be better the second time around. If something does not go as planned, do not stop!

Reflect: Action Plan

Your team now has a plan for taking action globally and locally. Think back over what you have learned: What problems associated with access to education does your team's action plan address? How does your individual role in the plan support your team's action?

Record your thoughts on the lines below. If you run out of room on this page, use additional paper to write a lengthier response. As you write, think about the questions on the previous page to help shape your reflection.

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NAME: _____

TEAM MEMBERS: _____

Student Log Sheet

DATE / TIME SPENT	ACTIVITY, DESCRIPTION, AND REFLECTION	VERIFIED BY (NAME, ORGANIZATION)

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