

**English 11: Rhetoric in a Literate Society**  
**Unit 1—Argument: Examining Argument in Print and Visual Texts**

Common Task	Concepts and Skills
Analyze the techniques an artist, photographer, or cartoonist uses to present an argument in a visual text. (2.1.4 and 3.1.2)	Students will need to know and be able to: <ul style="list-style-type: none"> <li>• Define, identify, and analyze the components of an argument.</li> <li>• Identify and analyze components of argument in non-print texts.</li> <li>• Explain how authors use argument purposefully.</li> <li>• Construct an oral or written argument about a non-print text.</li> </ul>



Evidence of Learning
<ul style="list-style-type: none"> <li>• Essay/Presentation analyzing the techniques an artist uses to create an argument or original work with reflection</li> <li>• Graphic organizer to plan the essay or presentation</li> <li>• Peer and self-assessment</li> <li>• Annotated texts</li> <li>• Other checks for understanding (summarizers)</li> </ul>



Teaching and Learning Experiences
Students will <ul style="list-style-type: none"> <li>• Do quick-writes on argument.</li> <li>• Annotate print and nonprint texts that clearly convey an argument.</li> <li>• Distinguish between how arguments are presented in print and non-print texts.</li> <li>• Analyze how argument is presented in various genres (cartoons, songs, works of art, poetry, essays, novels).</li> <li>• Create and complete graphic organizers to plan written responses and presentations.</li> <li>• Apply a rubric to assess products and presentations.</li> <li>• Use strategies to revise and edit written responses and presentations.</li> </ul>



What materials and/or texts will help students to understand the concepts?		
<p><b>Option 1:</b> Core text paired with non-print texts that present arguments on education or race:</p> <ul style="list-style-type: none"> <li>• <i>The Color of Water</i></li> <li>• Essays about education (See curriculum guide.)</li> <li>• Political cartoons from slate.com</li> <li>• Poem—“Reservation School for Girls” by Diane Glancy</li> <li>• Song—“We Don’t Need No Education” by Pink Floyd</li> <li>• Article—“Ruby Bridges Named Honorary U.S. Marshal” in <i>Jet Magazine</i></li> <li>• Painting—Norman Rockwell’s <i>The Problem We All Live With</i></li> <li>• Photograph—U. S. Marshal’s photo of Bridges entering Franz Elementary School</li> </ul>	<p><b>Option 2:</b> Core text paired with non-print texts that present arguments on world conflict:</p> <ul style="list-style-type: none"> <li>• <i>The Road</i></li> <li>• Essays about world conflict (See curriculum guide.)</li> <li>• Political cartoons from slate.com</li> <li>• Poem—“The Man He Killed” by Thomas Hardy</li> <li>• Song—“War Song” by O.A.R.</li> <li>• Short Story—“An Occurrence at Owl Creek Bridge” by Ambrose Bierce</li> <li>• Paintings—Jasper Francis Cropsey’s <i>The Spirit of War</i> and <i>The Spirit of Peace</i> (<a href="http://www.ibiblio.org/nga/cropwp.html">http://www.ibiblio.org/nga/cropwp.html</a>)</li> <li>• Photograph—2005 Pulitzer photos of the U.S. conflict in Iraq by the Associated Press</li> </ul>	<p><b>Option 3:</b> Choice of core texts paired with non-print texts that present arguments on education:</p> <ul style="list-style-type: none"> <li>• <i>The Color of Water</i>, <i>The Autobiography of Malcolm X</i>, or <i>Hunger of Memory</i></li> <li>• Essays about education (See curriculum guide.)</li> <li>• Political cartoons from slate.com</li> <li>• Poem—“Reservation School for Girls” by Diane Glancy</li> <li>• Song—“We Don’t Need No Education” by Pink Floyd</li> <li>• Article—“Ruby Bridges Named Honorary U.S. Marshal” in <i>Jet Magazine</i></li> <li>• Painting—Norman Rockwell’s <i>The Problem We All Live With</i></li> <li>• Photograph—U. S. Marshal’s photo of Bridges entering Franz Elementary School</li> </ul>