

Module 2.2 Complex Arguments and Argument Mapping

For Teachers: *After being introduced to basic concepts and terminology for argumentation and practice with terminal arguments, students will develop further skills for argument identification with more complex, nuanced texts. To do so, students will learn how to engage and construct argument maps, as a potential tool for visualization. From this visual tool, students will begin to structure the written analysis consistent with the expectations of The College Board End-of-course Exam. This unit, however, will stop short of the third element of the required Part A analysis—evaluation of the argument—which will be the focus of Module 3.*

Texts utilized for both teacher-led and small-group practices will come for stimulus materials related to the course theme of Work; core and additional challenge materials provide some historical views on the subject matter--the three texts from Baxter, Adams, and Ford continue to relay the way in which industry, productivity, and 'success' have been manipulated over the course of American history. Baxter's texts continue to impress the importance, for religious reasons, the duty to work ethic and what constitutes success as a result of that ethic, while Adams provides one of the foundational philosophies for American Capitalism as a structure of society. Finally, the selections from Ford provide the move to modern industrial concepts of work per the technological shifts of the twentieth century, which consistently play into the social psychology of modern—and the critiques of post-modern—thought. Use of the texts may be initially grounded in the skills and introduced as examples through which to analyze argumentation, or teachers may choose to provide different types of texts to similar results (speeches, lectures, visuals, etc.). Teachers can read with students, host discussions as a class, assign reading questions and reflections for any or all of the readings, continue to utilize small group discussions, etc. in order to discuss the content and conceptual connections between the pieces, as well as their relation to earlier pieces—this will continue to provide them the conceptual practice in inquiry and manipulating texts as 'stimulus materials,' a feature of much of the required tasks of AP Seminar. Ultimately, teachers may choose to use one of the selections—or an additional selection from CTE pathway-specific research—to utilize as a guided practice in argument mapping; this practice will then facilitate the next step in assessing students' own generated maps and argument analysis write-ups.

This sample course will utilize Reading Questions and Reflections for each assigned reading. See each of the assignment details in Module 2 for the related implementation guides.

A guiding sample is available utilizing one of the selections provided for this module and may be used as a demonstration or for teacher guidance in implementing the activity in the classroom; see Module 2 materials.