

2.2 Complex Arguments and Argument Mapping

For Teachers:

After being introduced to basic concepts and terminology for argumentation and practicing 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 module will stop short of the third element of the Part A analysis, the evaluation of the argument, which will be the focus of Module 3.

Teacher-led and small-group practices will use stimulus materials that provide historical views on the course theme of work. The article and selections from Ford's Life and Work focus on productivity and technological shift as major recurrent themes. The additional challenge texts relay how the concepts of industry and success—in conjunction with productivity—have been manipulated throughout American history. Baxter's texts impress the importance, for religious reasons, of duty to work ethic and what constitutes success as a result of that ethic. At the same time, Adams provides one of the foundational philosophies for American Capitalism as a structure of society.

Use of the texts may be initially grounded in the skills learned and introduced as examples through which to analyze argumentation, or teachers may choose to provide different types of texts for similar results (speeches, lectures, visuals, etc.). To discuss the content and conceptual connections between the pieces and their relation to earlier works, teachers can organize this module's activities to best fit their students' needs. Activities include reading with students, hosting a whole class or small group discussions, assigning reading questions and reflections, etc. These activities will continue to provide students with conceptual practice in inquiry and manipulating texts, a feature of much of the required tasks of AP Seminar. Ultimately, teachers may choose to use one of the selections, or a CTE pathway-specific selection, as guided practice in argument mapping; this practice will then facilitate the next step in assessing students' generated maps and argument analysis write-ups.

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.