Instructional Unit Title: Seeking Justice

The teacher may provide students with texts (print/non-print and fiction/nonfiction) so that students can begin to build a framework around the meaning/definitions of justice or social justice.



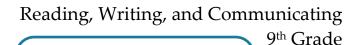
The teacher may introduce technical and academic vocabulary for rhetoric and argument so that students can share and understand a common language for discussing argument.



The teacher may model note-taking and annotation strategies (e.g. annotation or use of a graphic organizer) so students may apply strategic approaches to deconstruct an argument. [Understanding text]



The teacher may present exemplary models of argument and the relationships between parts of an argument (using technical terminology) so that students can identify and explore elements of a strong argument.



The teacher may provide an argumentative text (e.g. an editorial, letters to the editor, newspaper commentaries, famous speeches, brochures, etc.) so that students can analyze the use of claim, warrant, and evidence in effective arguments.

[Understanding text, Responding to text]



The teacher may present an argument that demonstrates the use of fallacious reasoning so that students can apply terminology (bias, spin, propaganda, logical fallacy, etc.) in analyzing errors in logical reasoning. [Understanding text, Critiquing text]



The teacher may model using criteria to evaluate evidence so that students can understand that evidence in support of a claim must be valid and relevant.

[Understanding text,
Critiquing text]



The teacher may model and provide examples of effective and ineffective oral delivery skills and presentation techniques (audio and visual) so that students can identify specific skills that may be used to persuade an audience during a presentation. [Understanding text, Responding to text,



The teacher may provide a spoken argument (e.g., video, audio recording) so that students can evaluate the speaker's use claim, warrant, evidence to persuade the audience.



The teacher may provide a visual argumentative text (e.g., an advertisement, painting, video, or political cartoon) so that students can begin to identify visual representations of claim, warrant, and evidence.

[Understanding text, Responding to text]



The teacher may guide research opportunities so that students can begin to evaluate and choose relevant sources. **Teacher note**: This Learning Experience begins the process of students analyzing and critiquing two arguments for the Performance Assessment.



The teacher may model the process for comparative analysis of two arguments so that student can begin to understand the value of and process for critiquing two arguments. [Understanding text, responding to text, critiquing text, producing text



The teacher may model various methods for integrating and synthesizing source information (e.g. direct quotations, paraphrasing, and paragraphing) with accurate conventions and mechanics so that students can apply conventions to more effectively persuade an audience. [Understanding text, responding to text, critiquing text, producing text]



PERFORMANCE ASSESSMENT: You have been selected to serve on an editorial board of a local newspaper for a special edition of the newspaper exploring relevant social issues in your community. The editorial board is tasked with finding arguments that are well-reasoned for potential inclusion in the paper. Your task is to critique two arguments on a social justice issue and determine the stronger argument. Your chosen arguments may be conflicting arguments. Alternatively, they may be arguments supporting similar positions on the issue and your task is to choose the best argument.

Role: Editorial board member of a local community newspaper

Audience: Fellow members of the Board.

Format: Written critique of two arguments and selection of strongest

Topic: Effectiveness and quality of argument

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.