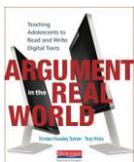


Chapter 4: The Moves of Argument in Infographics

Taking it to the Classroom

As always, teaching digital genres and modes is not about tools. We do not want students simply to read and write infographics; rather, we want them to read and write the **arguments** that infographics present to the world. Because infographics require students to do content-rich research and to take a position on an issue, they are well-suited for interdisciplinary inquiry. A few ideas to that end:

- **Compare infographics** that take up arguments in different disciplines (e.g., global warming, immigration, best books of all time).
- Ask students to **deconstruct the arguments** by determining the kinds of claims being made, the types of evidence used, and the citation of sources. Decide whether there are any trends across disciplines or whether there are discipline-specific ways of making arguments.
- Identify a local issue of importance to the school or community. Design a survey and distribute it through social media. Using the data that is collected, have students take a stand and **create infographics** to share.
- As part of a larger research project, have students **design an infographic** to represent their inquiry. This infographic can be submitted as its own product to a content area teacher and as part of a multigenre research project in their English Language Arts class.
- For younger students, invite them to **search for an infographic** using Google Images. Then, to **demonstrate how an infographic is typically built** in the context of a written argument.
 - Where does this infographic live on the internet?
 - Whose website houses it?
 - What additional information can we gain about this infographic from looking at it on this page?"



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