**Analyzing** **Visual Rhetoric, Part 2**

**English III**

**Standards:**

* RI 2b: Analyze and evaluate the effectiveness of the structure an author uses in his/her argument, including whether the structure makes points clear, convincing, and engaging.
* RI 2c: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of a text/image.
* RI 3a: Integrate and evaluate multiple sources of information presented in different media or formats.

**Use the SCANS chart (below) to sequence your notes when analyzing a visual. Remember that the genre of the visual may determine which questions are relevant to your observation.**

**Desegregation in Tennessee**  
In its landmark 1954 decision, *Brown v. Board of Education*, the Supreme Court ruled that separate schools for black and white students were unconstitutional. Clinton High School in Tennessee was ordered by a federal judge to be the first to integrate. Photographer Robert W. Kelley, sent by *Life* to document the first day, encountered this scene in front of the school.  
  


Image link (photo #2): <http://www.time.com/time/photogallery/0,29307,1704734_1520199,00.html>

**SCANS** chart based on material from Eva Arce, Barbara Murphy, *Frames of Mind* (DiYanni and Hoy), and *It’s No Laughing Matter – Analyzing Political Cartoons* (http://memory.loc.gov/learn/features/political\_cartoon/index.html)

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| --- | --- |
| **Subject** | **Identify the subject of the visual**: determine as much as possible from the information provided what the context, date, and subject matter are. |
| **Contents** | Identify:   * **major components**, such as characters, visual details, colors, symbols * **verbal clues**, such as titles, tag lines, date, author, dialogue * the **positions/actions** of any characters, especially relative to one another or to their surroundings * **traits** of the characters or objects * **significant images**, including repeated or patterned imagery * **composition lines** (parallel, crossing) |
| **Attitudes** | * Notice **position and size** of details: exaggerations, focal points, or emphases of other kinds * Notice details that create **positive or negative reactions** to characters or objects portrayed in the visual * Does the author indicate **alternative viewpoints**? * Does the **place and environment** create a mood (ex: spooky, eerie, nostalgic, etc.) for the audience? * What are the **reactions** of other “characters” to the “central character(s)”? * Is there any **irony** in the way characters or situations are portrayed? How do you know it’s ironic? |
| **Narrative** | * Does there appear to be any **conflict**? What are the attitudes of the characters to the conflict? How does that conflict seem to be progressing? * Does something refer to an **event or person in literature or history**? What do you know about this literary or historical person or situation? * What do the actions of the characters or their relative positions say about **them and their relationships**? |
| **Symbolism** | * Do some of the concrete items represent **abstract ideas**? * What **colors** are used and what do these colors symbolize? * Are there **contrasts** of lightness and darkness, of color, of shape, of size? * How do **composition lines** break up or align parts of the image? |
| **Conclusions** | * Based on the various details, what can you say is the artist’s **purpose** in creating this piece?   + Purpose is like the artist’s thesis statement—what is he/she trying to prove to his/her audience? * What is the artist’s **attitude** or feeling about the subject portrayed in the image? |

**Your Notes:**

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| --- | --- |
| **Subject** |  |
| **Contents** |  |
| **Attitudes** |  |
| **Narrative** |  |
| **Symbolism** |  |
| **Conclusions** |  |