**Instructor: Semester**

**Rhetoric 1030 “Nike Hijab Faces Backlash on Social Media” In-class Activity**

**Activity:** Re-read the article with your group members and analyze the images accompanying it. Identify and describe the opposing perspectives. What does each argue? What do the images argue? What does this seem to suggest about our culture in the U.S.?

Together, look for further information on the controversy. How did Nike respond? You might seek out social media responses to help illustrate the reach of the issue and the response/criticism. Share with us any particularly telling examples from social media.

**Purpose:** This kind of close reading and analysis helps us to develop a keen eye for arguments and varied perspectives. Here, we are honing our skills and identifying a controversy while making connections to what we’ve already read. In other words, we are discovering the larger conversation surrounding the power of representation.

**Link:** <http://www.teenvogue.com/story/nike-hijab-backlash>

**Steps for instructors:**

* Share the *Teen Vogue* article on the board and guide students through reading aloud and initial impressions of the images. Gather broad strokes. (20-30 minutes)
* Break into groups to re-read and analyze further. Identify a note-taker, group leader, and timekeeper. (15-20 minutes)
* Students should then answer the questions and search out additional information using devices. (20 minutes)
* Share. (20-30 minutes)

***Note****: This seems useful after the Allure cover activity and before Essay Two and Speech Two to practice mapping a controversy.*

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