|  |  |
| --- | --- |
| **The Elements of Argument** | **(Session 2)** |
| **Concept** | **Evidence** |
| **Suggested Materials** | * **Evidence Types** handout * **Name That Evidence Type** activity * **Evidence Types Mini-Task** example and handout * **OPTIONAL: FACT VRS. OPINION** |
| **Active Engagement** | 1. **Effective Evidence = Persuasive Argument**   Full Class – Discussion and Defining Evidence Types   1. Ask your students: How do you persuade your parents to change their minds when they won’t let you go to the mall or take part in an activity? 2. Discuss persuasion and its relationship to effective evidence. Call upon examples from the previous lesson as necessary. 3. Share the teaching points by reviewing the evidence types on the **Evidence Types** handout.    1. Define anecdotal: Anecdotal evidence is the writer’s personal experience, the experience of family and friends, and the experience of reliable acquaintances and interviewees.    2. Define factual: confirmed facts, data & statistics, research by experts 4. Discuss pros and cons of each type of evidence    1. Anecdotal evidence is just one person’s story while data, stats and research is evidence from a huge pool of people.    2. Anecdotal evidence balances factual evidence by making it more true to life/human by providing details about actual people.    3. If a writer provides only anecdotal evidence, the argument may be weaker since it is solely a personal argument. |
| **Guided Practice** | 1. **Practice With Evidence Types:** Small Group – Name That Evidence Type! 2. Have students complete **Name that Evidence Type!** Activity in small groups (do 1 or 2 together). 3. Circulate to check on student progress, to answer questions, and to coach the students on these new concepts. |
| **Independent Practice – Formative Assessment Mini-Task** | 1. **Evidence Types Mini-Task** 2. Go over the sample of a mini-task (ask them to highlight the three evidence they would use and discuss why) 3. Ask students to complete the **Evidence Types Mini-Task** table on their own to formatively assess their understanding of the concepts: debatable claim, anecdotal evidence, and factual evidence. Use SMOKING as the example. 4. You can give your students a general topic ( Use SMOKING as the example) to make a claim about (related to the current or a previous unit) or give them the freedom to devise one on their own.   **Mini-Task Rubric**   |  |  |  |  | | --- | --- | --- | --- | | *Skill* | *Advanced* | *On-Target* | *Novice* | | Claim | - debatable and multi-part | - debatable | - a statement of fact | | Counter-claim | -clear opposite argument | -attempts to identify opposite argument | -unclear opposite argument | | Anecdotal Evidence | -provides two pieces of differing type (personal, family, interviewee) | -provides two distinct pieces | - only one piece given; or categorizes it as factual | | Factual Evidence | -provides two pieces of differing type (facts, data/statistics, expert research) | -provides two distinct pieces | - only one piece given; or categorizes it as anecdotal | | Effectiveness of Evidence | -all evidence directly relates to and proves the claim  -this is the best evidence to prove the claim | -all evidence directly relates to and proves the claim | -some of the evidence does not relate to or prove the claim | |