|  |  |  |
| --- | --- | --- |
| **The Elements of Argument** | | **(Session 1)** |
| **Concept** | | **Arguments and Claims** |
| **Teaching Point** | | A debatable claim is an opinion, while effective evidence is made up of facts, details, and reasons that directly relate to and prove the claim. |
| **Suggested Materials** | | * **Argument Concepts Anchor Chart** * **Key terms for Arguments** * **Practice** handout * **Argument Videos**   + Seinfeld Pizza Argument <http://www.youtube.com/watch?v=3lOG3rD5CrQ>   + Seinfeld Giving Cash as a Gift <http://www.youtube.com/watch?v=aQlhrrqTQmU&feature=related> |
| **Teaching Point** | | Arguments persuade the reader to believe a debatable claim by providing effective evidence. A debatable claim is an opinion, while effective evidence is made up of facts, details, and reasons that directly relate to and prove the claim. |
| **Active Engagement** | | Full Class   1. Share the final goal—to write a strong argument paragraph. 2. Share this session’s teaching point with the students by putting it on the board, emphasizing that this is an **argument** unit and that argument is one of the key types of writing they will use throughout their lives.   ***Arguments persuade the reader to believe a debatable claim by providing effective evidence. A debatable claim is an opinion, while effective evidence is made up of facts, details, and reasons that directly relate to and prove the claim.***   1. As a group, have the students highlight, underline, or circle all the terms in the teaching point that they don’t know the meaning of. It might look something like this:   Arguments persuade the reader to believe a debatable claim by providing effective evidence. A debatable claim is an opinion, while effective evidence is made up of facts, details and reasons that directly relate to and prove the claim.   1. Pass out terms worksheet and discuss each term 2. Argument: Key Concepts **(Pass out Practice sheet)**   Show a brief video depicting an argument   * 1. Seinfeld Pizza Argument <http://www.youtube.com/watch?v=3lOG3rD5CrQ>   2. Seinfeld Giving Cash as a Gift <http://www.youtube.com/watch?v=aQlhrrqTQmU&feature=related>   3. Pause the scene:      1. Ask the students to name each arguing arguer’s claim/stance.      2. Ask students to name the reasons/evidence each person provided.         1. Which were most relevant and effective? How come?   4. Ask the class who had the more persuasive/convincing argument and why? |
|  | 1. **Claims and Evidence Practice on their own**    1. Have students do the 3 practice examples. 2. Ask your students to review the difference between fact and opinion. Remind them that opinions are claims. 3. Explain that they are about to engage in an activity that asks them to state opinions and evidence to prove those opinions. When they’ve finished recording their opinions and evidence, they’ll “vote with their feet” and share their opinions and evidence. 4. Following completion, have students get up from their seats and take part in a “Vote with Your Feet” exercise in which they go to one side of the room or the other to indicate their opinion for each item. 5. Have the group pool their ideas and select the three strongest/most effective pieces of evidence to present to the class. 6. Have the class discuss what the most effective evidence to support each opinion is and what makes it so effective. 7. Share their best and vote on who wins | |
| **Independent Practice – Formative Assessment Mini Task** | 1. **Mini-Argument Mini-Task**    1. *Show these examples:*       1. I prefer to go to the beach for vacation instead of the mountains.       2. The mountains are the best place for a vacation.       3. Chocolate milk should not be served in school lunches because of its high sugar content.    2. Have students “grade” each claim based on criteria below  |  |  |  |  | | --- | --- | --- | --- | | *Content* | *Advanced* | *On-Target* | *Novice* | | Claim | Contains a topic sentence with a debatable claim. | Contains a topic sentence with a debatable claim. | a statement of fact not opinion |  * 1. have your students create a mini-argument that combines their claim and their evidence from one of the items in the **practice** activity.  1. Pass out: **ARGUMENT = DEBATABLE CLAIM + EVIDENCE**    1. Discuss why adding evidence to claim is important | |

Have kids choose their topic on an exit card!

* Trick-or-treating Age Limit
* Year-Around School
* School Uniforms

Need to make copies for each kid

* Article for chosen topic
* Commentary practice for chosen topic