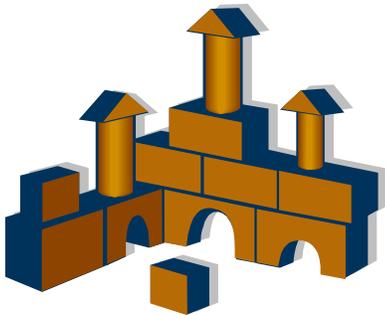


<b>ASK</b>	students to prepare for class by getting out their evidence worksheets from the previous class.
<b>ANTICIPATE</b>	by asking students to think about the evidence they saw about band t-shirts at Ben's school. Ask students to think of which piece of evidence or testimony they think most and least showed that the t-shirts are disruptive. Randomly ask several students what they decided.
<b>DISTRIBUTE</b>	one "No Rambling Allowed" teaching packet to each student.
<b>READ</b>	the first page with the class. Explain that they will be using the evidence they gathered to write arguments both for and against the t-shirt ban.
<b>ASSIST</b>	students as needed as they deconstruct the paragraph on page 2 of the packet.
<b>REVIEW</b>	the answers with the class, emphasizing the organizational structure of the paragraph. (When they later write their essays, the essays will follow a similar structure. However, the essays will be broken into paragraphs.)
<b>WORK THROUGH</b>	the third page. Students already learned about main and supporting arguments during the unit's first lesson, "So You Think You Can <i>Argue</i> ." This third page sets up the basis for organizing the evidence they gathered during the last lesson.
<b>INTRODUCE</b>	the idea of a bubble chart. (You may have a different name for this type of graphic organizer.) Use either the short Power Point presentation or the overhead transparency master, or you could copy the master as a fourth page in the packet.
<b>DISTRIBUTE</b>	one bubble chart for each main argument to each student.
<b>EXPLAIN</b>	to students that they will now use their evidence sheets to jot down evidence that backs up each supporting argument.
<b>ASSIST</b>	students as needed as they complete their bubble charts. The bubble charts will be the basis for the next step in the writing process: the outline.

## Organizing Your Evidence

When you were a little kid, did you ever play with blocks? When you started out to build something, all the blocks were in a pile on the floor. But those were the same blocks that, after a little planning, turned into a really cool house or fort.



Think about the evidence you gathered about band t-shirts at Ben's school. This evidence is like the building blocks of your argument. Before you've done any planning, all you have is a pile of blocks on the floor. You can tell people it's really a fort, but they'll just raise a brow and say, "Okay... Whatever." Unless you organize your evidence and build a strong argument with it, you won't convince anyone of anything. Consider the answers to the following question:

### Is Susie's ribbon a hat?

#### Answer A

No way! You can see her hair. I mean, if it was a hat it would cover her whole head. Plus the ribbon won't keep her dry if it rains. Oh, yeah—and a hat would have to protect her head. I don't know, maybe the ribbon could protect from sunlight or something. But it can't even keep her head warm. And it's not fitted to her head like a hat would be. Besides, a ribbon isn't the same thing as a hat.



#### Answer B

Susie's ribbon is not a hat. A hat is something that covers and protects a person's head. First, Susie's ribbon does not cover her head. It leaves part of her hair showing, and it is not fitted to her head. Second, the ribbon does not protect Susie's head. If it rained, the ribbon would not keep Susie dry. Even though the ribbon might protect her eyes from sunlight, the ribbon is much too flimsy to offer the kind of protection that a real hat does. Because Susie's ribbon does not cover or protect her head, the ribbon is not a hat.



Why does Answer B make more sense? It has a lot of the same information as Answer A. So what's different? Do the activity on the next page to find out.



Use the words below to label the parts of the argument. You will use one word twice. The parts that are NOT labeled are evidence. At the bottom of the page, list the four pieces of evidence.

**transition**  
**first supporting argument**  
**second supporting argument**

**rule**  
**restate rule**  
**main argument**

**restate main argument**  
**counterargument**

[ ]

[ ]



Susie's ribbon is not a hat.

A hat is something that

covers and protects a person's head.

First, Susie's ribbon

does not cover her head. It leaves part of her hair

showing, and it is not fitted to her head. Second, the

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[ ]

[ ]

Evidence: \_\_\_\_\_

Evidence: \_\_\_\_\_

Evidence: \_\_\_\_\_

Evidence: \_\_\_\_\_

# What About Those Band T-Shirts?

**Task #1: You will write an argument against the new t-shirt rule.**

**Task #2: You will write an argument in favor of the new t-shirt rule.**

Okay, don't freak out. All we need is a little planning, remember? The first thing you'll need to do is look at your rule to figure out what the two possible main arguments are.

Rule: Principal Carter may not make a rule against band t-shirts unless there is good evidence the t-shirts will be disruptive. Student expression is disruptive if it disrupts class or causes trouble between classes.

## One Possible Main Argument

There is not enough \_\_\_\_\_ that band t-shirts have been \_\_\_\_\_ at Ben's school.

## Another Possible Main Argument

There is good \_\_\_\_\_ that band t-shirts have been \_\_\_\_\_ at Ben's school.

Next, use the rule to decide what supporting arguments each main argument should have:

Supporting Argument #1:

Band t-shirts have not disrupted \_\_\_\_\_.

Supporting Argument #2:

Band t-shirts have not caused \_\_\_\_\_ between \_\_\_\_\_.

Supporting Argument #1:

Band t-shirts have disrupted \_\_\_\_\_.

Supporting Argument #2:

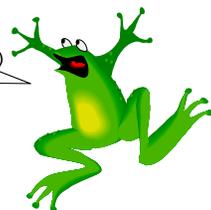
Band t-shirts have caused \_\_\_\_\_ between \_\_\_\_\_.

*That's not enough to convince anybody.*



Face it: The frog is right. While you must have a main argument and supporting arguments, those are not enough by themselves. So what's missing?

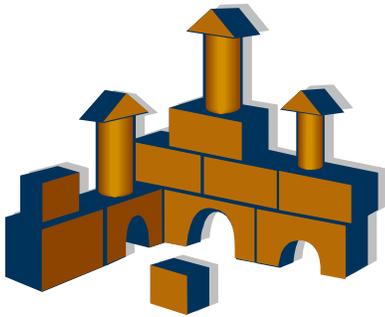
***EVIDENCE!***



Exactly. Evidence answers the question "How do you know?" How do you know the t-shirts have or have not disrupted class? How do you know they have or have not caused trouble between classes? The next step is to organize the evidence you gathered about band t-shirts at Ben's school.

## Organizing Your Evidence

When you were a little kid, did you ever play with blocks? When you started out to build something, all the blocks were in a pile on the floor. But those were the same blocks that, after a little planning, turned into a really cool house or fort.



Think about the evidence you gathered about band t-shirts at Ben's school. This evidence is like the building blocks of your argument. Before you've done any planning, all you have is a pile of blocks on the floor. You can tell people it's really a fort, but they'll just raise a brow and say, "Okay... Whatever." Unless you organize your evidence and build a strong argument with it, you won't convince anyone of anything. Consider the answers to the following question:

### Is Susie's ribbon a hat?

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Why does Answer B make more sense? It has a lot of the same information as Answer A. So what's different? Do the activity on the next page to find out.



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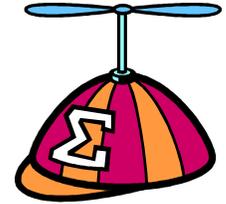
**transition**  
**first supporting argument**  
**second supporting argument**

**rule**  
**restate rule**  
**main argument**

**restate main argument**  
**counterargument**

*main argument*

*rule*



Susie's ribbon is not a hat. A hat is something that

covers and protects a person's head. **First,** Susie's ribbon

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her head, the ribbon is not a hat.

*transition*

*first supporting arg*

*transition*

*second supp arg*

*counterargument*

*restate main argument*

*restate rule*



Evidence: leaves part of her hair showing

Evidence: not fitted to her head

Evidence: won't keep her dry if it rains

Evidence: too flimsy to offer protection of a real hat

# What About Those Band T-Shirts?

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## Another Possible Main Argument

There is good evidence that band t-shirts have been disruptive at Ben's school.

Next, use the rule to decide what supporting arguments each main argument should have:

Supporting Argument #1:

Band t-shirts have not disrupted class.

Supporting Argument #2:

Band t-shirts have not caused trouble between classes.

Supporting Argument #1:

Band t-shirts have disrupted class.

Supporting Argument #2:

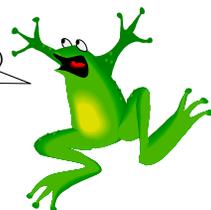
Band t-shirts have caused trouble between classes.

*That's not enough to convince anybody.*



Face it: The frog is right. While you must have a main argument and supporting arguments, those are not enough by themselves. So what's missing?

***EVIDENCE!***



Exactly. Evidence answers the question "How do you know?" How do you know the t-shirts have or have not disrupted class? How do you know they have or have not caused trouble between classes? The next step is to organize the evidence you gathered about band t-shirts at Ben's school.

# Making a Bubble Chart



Not *that* kind of bubbles.



A **bubble chart** is an easy way to play with your information while you are trying to figure out where all the pieces fit. Here's an example:



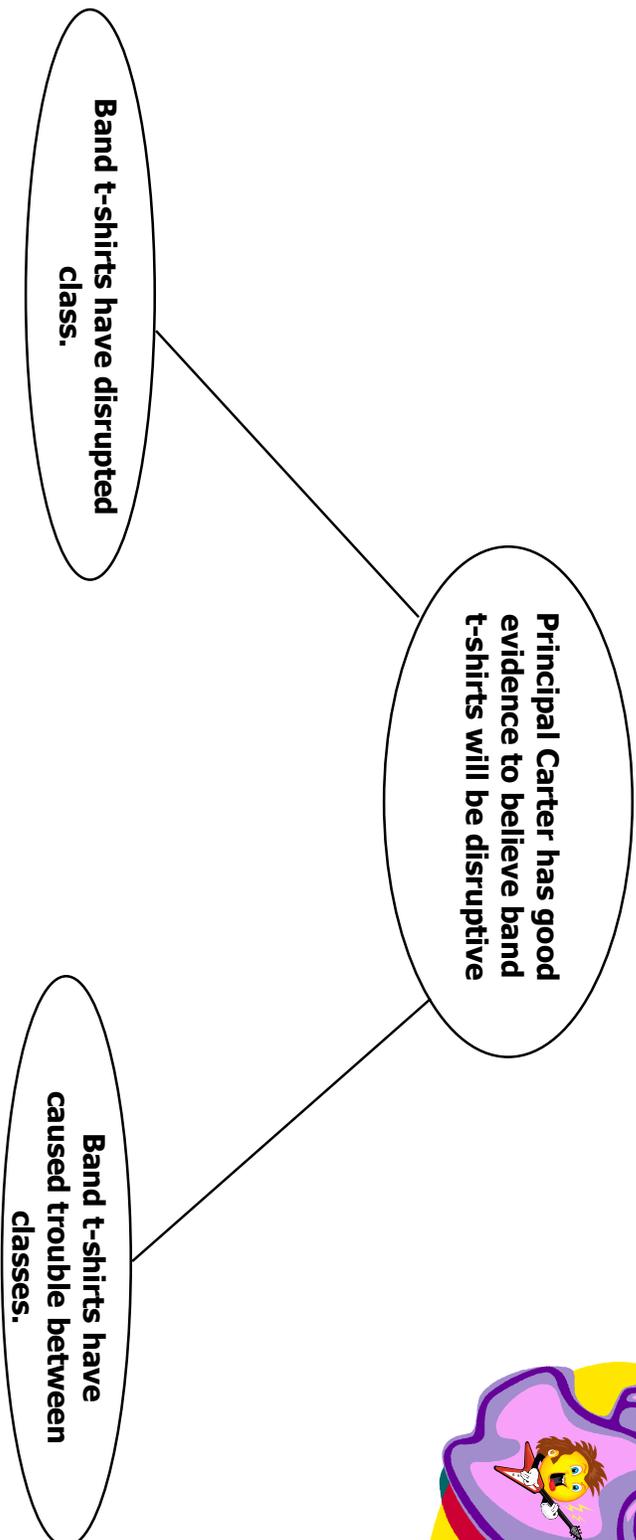
- Don't worry about getting things in the perfect order. A bubble chart just helps you group information.
- Don't worry about perfection. You can cross things out and change them on a bubble chart.
- Do NOT use complete sentences! The point is to jot down notes to yourself.

# Bubble Chart #1

Name: \_\_\_\_\_



Go back and look at the evidence you gathered about band t-shirts at Ben's school. Branching off of the two supporting arguments below, add as much evidence as you can find to back up the argument.



# Bubble Chart #2

Name: \_\_\_\_\_



Go back and look at the evidence you gathered about band t-shirts at Ben's school. Branching off of the two supporting arguments below, add as much evidence as you can find to back up the argument.

