

STEP-BY-STEP

Time: One Class Period

So You Think You Can *Argue*



ANTICIPATE

by giving the script cards at the bottom of this page to two student volunteers. Read the scripts with the volunteers. First, ask the class which student is more likely to convince the teacher not to give homework. Second, ask students to silently think of one thing Student B's argument has that A's argument does not have, and tell a partner. Last, ask whether B's argument would have been just as effective if all B had said was "there are a lot of away games this week" without any explanation. Discuss briefly with the class.

OPTION A: INTERACTIVE POWER POINT PRESENTATION

DISTRIBUTE

one "So You Think You Can *Argue*" guided notetaker worksheet to each student.

WORK THROUGH

the Power Point presentation while following the Teacher Guide and the Presentation Guide. For some parts of the presentation, students will fill in blanks on their guided notetaker worksheets. Other slides contain interactive questions and answers.

CLOSE

with the mini quiz at the end of the presentation. The very last slide of the presentation lets you anticipate the next lesson.

OPTION B: INTERACTIVE LESSON —WORKSHEET ONLY

DISTRIBUTE

one "So You Think You Can *Argue*" guided teaching worksheet to each student.

WORK THROUGH

the guided teaching worksheet with students. Use the Teacher's Guide for the guided teaching worksheet.

Student A

Student: I don't think we should have any homework this week.

Teacher: Why not?

Student: Because I don't want any.

Student B

Student: I don't think we should have any homework this week.

Teacher: Why not?

Student: Because there are a lot of away games this week, so a lot of people won't be home. Some people try to work on the bus, but it's hard to write because it shakes. Also, some people feel sick reading on the bus. It's true we could do homework when we get back, but by then it's late and everyone is tired.

So You Think You Can *Argue*

Name: _____

PowerPoint Guided Worksheet



An **argument** is just a _____
that someone believes is or
should be _____.

A **counterargument**
expresses the _____
point of view.

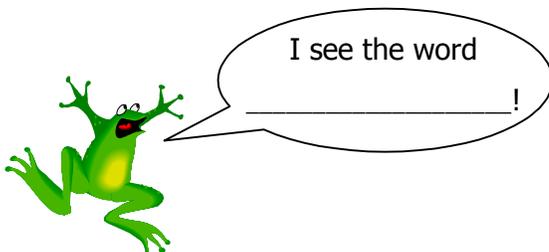
A **supporting argument**
explains why a _____
argument is _____.



Are You Laboring Under a *Misconception*??

MYTH	REALITY
An argument is just people yelling at each other.	Arguments can be very _____. An argument in writing is _____!
You have to totally believe in what you are arguing.	Making an argument has nothing to do with how you _____.
Every argument has a right and wrong side.	Most of the time, the two sides of an argument are just different _____.
You can't be good at arguing unless you can think fast on your feet.	A lot of great arguing takes place on _____, where you can _____ everything through first.

What word do you see inside the word "persuasive?"



What does it mean to "persuade" someone?

- (A) To disturb someone about something.
- (B) To sweat on someone.
- (C) To convince someone that something is true.
- (D) To cause someone to be confused about something.

Should/Should Not	Does/Does Not
Argue why something should or should not be _____.	Argue why something does or does not _____ a _____.
Use this kind of argument when you are arguing your _____ about something.	Use this kind of argument when there is already a _____ in place.
<i>Example:</i> Should _____? _____?	<i>Example:</i> The school rule says no hats. Susie wore a giant ribbon on her head. Did _____? _____?

Who Cares What You Think?

Making an arguments is a _____ that you _____. "What you think" doesn't really _____ at all. You should be able to argue for _____ sides no matter which side you think is _____.



You Can't Come In Here With That Thing On!

Argument A: Susie did not violate the rule because her ribbon is not a hat.

Argument B: Susie did violate the rule because her ribbon is a hat.

Look at the list of supporting arguments below.

- Mark A if the argument supports Argument A.
- Mark B if the argument supports Argument B.

- _____ The ribbon is something on her head.
- _____ The ribbon is too flimsy to protect Susie's head from anything.
- _____ The ribbon does not cover all of her head.
- _____ The ribbon could protect Susie's head from rain or dust.
- _____ The ribbon would not keep Susie's head warm.
- _____ The ribbon covers most of Susie's head.
- _____ The ribbon could protect Susie's head from sunlight.

Mini-Quiz: Yes or No?

- _____ Is it possible to make an argument you disagree with?
- _____ Is there a right and wrong side to an argument?
- _____ Could persuasive writing help you convince someone to do something differently?
- _____ Can an argument be silent?
- _____ Would a does/does not argument help you persuade the city to re-open the basketball park?
- _____ Would a main argument be very strong without any supporting arguments?
- _____ Would a does/does not argument help you persuade the mall to let you back in?
- _____ Can you argue on paper?

So You Think You Can *Argue*

Name: ** *Teacher Guide* **

PowerPoint Guided Worksheet



An **argument** is just a _____ *statement* _____ that someone believes is or should be _____ *true* _____.

2

A **counterargument** expresses the _____ *opposite* _____ point of view.

3

A **supporting argument** explains why a _____ *main* _____ argument is _____ *true* _____.

4

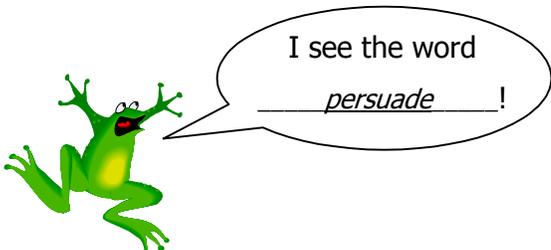
10-17 **Hey!** Are You Laboring Under a *Misconception*??

MYTH	REALITY
An argument is just people yelling at each other.	Arguments can be very _____ <i>calm</i> _____. An argument in writing is _____ <i>silent</i> _____!
You have to totally believe in what you are arguing.	Making an argument has nothing to do with how you _____ <i>feel</i> _____.
Every argument has a right and wrong side.	Most of the time, the two sides of an argument are just different _____ <i>points of view</i> _____.
You can't be good at arguing unless you can think fast on your feet.	A lot of great arguing takes place on _____ <i>paper</i> _____, where you can _____ <i>think</i> _____ everything through first.

What word do you see inside the word "persuasive?"

23-25

What does it mean to "persuade" someone?



- (A) To disturb someone about something.
- (B) To sweat on someone.
- (C) To convince someone that something is true.**
- (D) To cause someone to be confused about something.

Should/Should Not

Does/Does Not

Argue why something should or should not

be true.

Use this kind of argument when you are arguing

your opinion about something.

Example:

Should school be held Monday through

Saturday?

Argue why something does or does not

violate a rule.

Use this kind of argument when there is already

a rule in place.

Example:

The mall rule says no interfering with business. A group of students was standing in front of a store.

Were they interfering with business?

35

Who Cares What You Think?

Making an arguments is a skill that you learn. "What you think" doesn't really matter at all. You should be able to argue for both sides no matter which side you think is right.



36-51

You Can't Come In Here With That Thing On!

Argument A: Susie did not violate the rule because her ribbon is not a hat.

Argument B: Susie did violate the rule because her ribbon is a hat.

Look at the list of supporting arguments below.

- Mark A if the argument supports Argument A.
- Mark B if the argument supports Argument B.

- B The ribbon is something on her head.
A The ribbon is too flimsy to protect Susie's head from anything.
A The ribbon does not cover all of her head.
B The ribbon could protect Susie's head from rain or dust.
A The ribbon would not keep Susie's head warm.
B The ribbon covers most of Susie's head.
B The ribbon could protect Susie's head from sunlight.
A The ribbon is not fitted to Susie's head.

Mini-Quiz: Yes or No?

1. Y Is it possible to make an argument you disagree with?
2. N Is there a right and wrong side to an argument?
3. Y Could persuasive writing help you convince someone to do something differently?
4. Y Can an argument be silent?
5. N Would a does/does not argument help you persuade the city to re-open the basketball park?
6. N Would a main argument be very strong without any supporting arguments?
7. Y Would a does/does not argument help you persuade the mall to let you back in?
8. Y Can you argue on paper?

So You Think You Can *Argue*: Presentation Guide

Power Point



2-4

Power Point Slides 2—4

Let students fill in the blanks on their guided notetaker worksheets. Use choral response to ask for correct answers.

5-9

Power Point Slides 5—9

Before and as you advance through the slides, brainstorm possible supporting arguments with the class.

10-17

Power Point Slides 10—17

Discuss why each myth might be false before advancing the slide. Have students fill in the blanks in the chart on their guided notetakers as you advance through the slides.

18-22

Power Point Slides 18—22

Read through the examples with students and discuss.

23-25

Power Point Slides 23—25

Discuss answers with students and have them mark the answers on their guided notetaker worksheets.

26-31

Power Point Slides 26—31

Have students fill in the charts on their guided notetaker worksheets as you advance through the slides. Discuss.

32-41

Power Point Slides 32—41

Read the practice hypotheticals with students and discuss the possible main arguments. On slide 35, have students fill in the blanks on their guided notetaker worksheets. For the next two hypotheticals, just brainstorm first, then advance the slides.



The numbers here correspond with the Power Point slides and the numbers on the teacher guide.

For best results, preview the notetaking worksheet and the Power Point presentation together.

36-51

Power Point Slides 36—51

These slides match the “You Can’t Come In Here With That Thing On!” exercise on the guided notetaker worksheet. Try having students complete the exercise on their own, then reviewing using the slides. Advance slides to reveal answers.

52

Power Point Slide 52

Discuss with students whether any of these arguments are stronger than the others. Sometimes it is a fine line.

53-72

Power Point Slides 53—72

Work through the mini quiz with students. Have students answer as a chorus.

** This mini quiz is NOT the same as the mini quiz on the guided notetaker worksheet. Have students complete the quiz on the worksheet either before or after you do the Power Point mini quiz.

73

Power Point Slide 73

This slide anticipates the next lesson in the persuasive writing unit, “Ben’s T-Shirt Trouble.” That lesson will present the issue about which students will write their persuasive essays.

So You Think You Can *Argue*

Name: _____

Guided Teaching Worksheet



An **argument** is just a _____
that someone believes is or
should be _____.

A **counterargument**
expresses the _____
point of view.

A **supporting argument**
explains why a _____
argument is _____.



Kids should be in school Monday through Satur-

Kids should not have to go to school on Saturdays!



And I can think of four reasons why not.

- Reason #1: _____
- Reason #2: _____
- Reason #3: _____
- Reason #4: _____

→ Are You Laboring Under a *Misconception*?? ←

MYTHS ABOUT ARGUMENTS	REALITY
An argument is just people yelling at each other.	Arguments can be very _____ . An argument in writing is _____ !
You have to totally believe in what you are arguing.	Making an argument has nothing to do with how you _____ .
Every argument has a right and wrong side.	Most of the time, the two sides of an argument are just different _____ .
You can't be good at arguing unless you can think fast on your feet.	A lot of great arguing takes place on _____ , where you can _____ everything through first.

Argue on paper? Why would I want to do that??



Imagine this: Your state legislature is thinking about passing a law that says frogs can't drive until they are 18. You want to write a letter to convince your state senator to vote against the idea. What would you say?

Or this: Your city decided to close the park where you always hang out and play basketball. The city officials say there was too much trouble at the park and there was trash everywhere. Would you know what to write in a letter that would convince them to re-open the park?



What about this: You bought a used truck from the car lot downtown, but the truck didn't have a stereo. The salesman told you they would take a stereo from a different truck and install it in your truck. He said it would work great. You drove your truck home and discovered the stereo doesn't work at all! You called the car lot, but they refuse to fix the problem. You want to write a letter demanding they fix the stereo or else you will take them to court!

What word do you see inside the word "persuasive?"

What does it mean to "persuade" someone?

- (A) To disturb someone about something.
- (B) To sweat on someone.
- (C) To convince someone that something is true.
- (D) To cause someone to be confused about something.



LET'S PRACTICE

The school rules say students are not allowed to wear hats inside the building. The rules say a hat is anything that covers and protects a person's head. Susie wore a giant ribbon in her hair and got in trouble for violating the no-hat rule! Did Susie really violate the rule?

There are two possible main arguments:



1) _____

 because _____

2) _____

 because _____

Should/Should Not	Does/Does Not
Argue why something should or should not be _____.	Argue why something does or does not _____ a _____.
Use this kind of argument when you are arguing your _____ about something.	Use this kind of argument when there is already a _____ in place.
<i>Example:</i> Should _____? _____?	<i>Example:</i> The school rule says no hats. Susie wore a giant ribbon on her head. Did _____? _____?

Who Cares What You Think?

Making an arguments is a _____ that you _____. "What you think" doesn't really _____ at all. You should be able to argue for _____ sides no matter which side you think is _____.



You Can't Come In Here With That Thing On!

Argument A: Susie did not violate the rule because her ribbon is not a hat.

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Mini-Quiz: Yes or No?

- _____ Is it possible to make an argument you disagree with?
- _____ Is there a right and wrong side to an argument?
- _____ Could persuasive writing help you convince someone to do something differently?
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- _____ Would a does/does not argument help you persuade the city to re-open the basketball park?
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- _____ Would a does/does not argument help you persuade the mall to let you back in?
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So You Think You Can *Argue*

Name: **** Teacher Key ****

Guided Teaching Worksheet



An **argument** is just a
statement
 that someone believes is or
 should be true.

A **counterargument**
 expresses the opposite
 point of view.

1

A **supporting argument**
 explains why a main
 argument is true.



Kids should be in school Monday through Satur-

Kids should not have to go to school on Saturdays!



And I can think of four reasons why not.

- Reason #1: Students need a rest
- Reason #2: Family time—parents may have weekends off
- Reason #3: Students might have jobs
- Reason #4: Students need time to pursue other activities

2

→ Are You Laboring Under a *Misconception*?? ←

MYTHS ABOUT ARGUMENTS	REALITY
An argument is just people yelling at each other.	Arguments can be very <u>calm</u> . An argument in writing is <u>silent</u> !
You have to totally believe in what you are arguing.	Making an argument has nothing to do with how you <u>feel</u> .
Every argument has a right and wrong side.	Most of the time, the two sides of an argument are just different <u>opinions</u> .
You can't be good at arguing unless you can think fast on your feet.	A lot of great arguing takes place on <u>paper</u> , where you can <u>think</u> everything through first.

Argue on paper? Why would I want to do that??



3

Imagine this: Your state legislature is thinking about passing a law that says frogs can't drive until they are 18. You want to write a letter to convince your state senator to vote against the idea. What would you say?



Or this: Your city decided to close the park where you always hang out and play basketball. The city officials say there was too much trouble at the park and there was trash everywhere. Would you know what to write in a letter that would convince them to re-open the park?

Uh-oh...



What about this: You bought a used truck from the car lot downtown, but the truck didn't have a stereo. The salesman told you they would take a stereo from a different truck and install it in your truck. He said it would work great. You drove your truck home and discovered the stereo doesn't work at all! You called the car lot, but they refuse to fix the problem. You want to write a letter demanding they fix the stereo or else you will take them to court!

What word do you see inside the word "persuasive?"

persuade

What does it mean to "persuade" someone?

- (A) To disturb someone about something.
- (B) To sweat on someone.
- (C) To convince someone that something is true.**
- (D) To cause someone to be confused about something.

Help! I need persuasive writing!



Bet you can't argue your way out of this one.

LET'S PRACTICE

4

The school rules say students are not allowed to wear hats inside the building. The rules say a hat is anything that covers and protects a person's head. Susie wore a giant ribbon in her hair and got in trouble for violating the no-hat rule! Did Susie really violate the rule?

There are two main arguments:



1) Susie did not violate the rule

because her ribbon is not a hat

2) Susie did violate the rule

because her ribbon is a hat

"Should/Should Not" Arguments

5

"Does/Does Not" Arguments

Argue why something should or should not

be true.

Use this kind of argument when you are arguing

your opinion about something.

Example:

Should kids go to school on Saturdays

_____?

Argue why something does or does not

violate a rule.

Use this kind of argument when there is already

a rule in place.

Example:

The school rule says no hats. Susie wore a giant ribbon on her head. Did Susie violate the rule

_____?

6

Who Cares What You Think?

Making arguments is a skill that you learn. "What you think" doesn't really matter at all. You should be able to argue for both sides no matter which side you think is right.



You Can't Come In Here With That Thing On!

7

Argument A: Susie did not violate the rule because her ribbon is not a hat.

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Look at the list of supporting arguments below.

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B The ribbon could protect Susie's head from sunlight.
A The ribbon is not fitted to Susie's head.

Mini-Quiz: Yes or No?

8

1. Y Is it possible to make an argument you disagree with?
2. N Is there a right and wrong side to an argument?
3. Y Could persuasive writing help you convince someone to do something differently?
4. Y Can an argument be silent?
5. N Would a does/does not argument help you persuade the city to re-open the basketball park?
6. N Would a main argument be very strong without any supporting arguments?
7. Y Would a does/does not argument help you persuade the mall to let you back in?
8. Y Can you argue on paper?

So You Think You Can *Argue*: Teaching Worksheet Guide

Paper Only Option



1 Parts of an argument. Using your Teacher Key, guide students through filling in the blanks in the first three boxes. Talk to students about main arguments and supporting arguments. Supporting arguments are the “reasons why.” Make a connection between the Anticipation Activity by asking the class what Student B’s supporting arguments were.

Next, in pairs or as a class, brainstorm four reasons to support the argument that kids should not go to school on Saturdays. Use the answers on the Teacher Key as a guide.

2 When kids hear the word “argument,” they probably think of two people fighting. Use this section to emphasize the difference between having an argument and making an argument. Using your Teacher Key, guide students through filling in the chart.

3 Now we are easing into the idea of written arguments (i.e., the persuasive essays they will be writing!). Read these hypothetical situations with the class, then have students to the two questions about the word “persuade.”

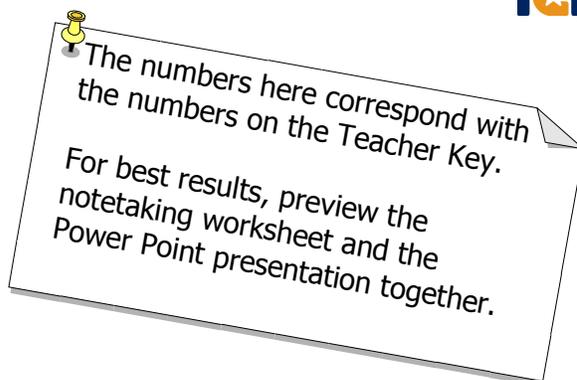
4 In this section, help students to pull the two main arguments out of the hypothetical. Have them write the arguments in the blanks. For practice, here are two more hypos:

The park rules say “Don’t walk on the grass.” Misti avoided the neatly-mowed lawn but cut across another mowed area that was mostly weeds with some grass mixed in. Did Misti violate the rule?

(Misti did violate the rule because there was grass in the weedy area, OR Misti did not violate the rule because weeds are not grass.)

The beach rules say “Do not feed the ducks.” Jason ate all but the last corner of his sandwich, then threw the last bite to a goose standing nearby. Did Jason violate the rule?

(Jason did violate the rule because a goose is like a duck, OR Jason did not violate the rule because a goose is not a duck.)



5 Explain that there are two kinds of arguments people can make. Sometimes people want to argue that something “should” be true. (For example, “We should have an ice cream party and watch movies every Friday.”) Other times, people want to argue that something “is” true. (For example, “Jason did not violate the beach rules because a goose is not a duck.”)

6 Use your Teacher Key to read the statement to students and guide them through filling in the blanks. Make sure students understand that while there’s nothing wrong with feeling strongly about something, “making an argument” is only about coming up with reasons.

7 Have students do the exercise by marking A or B. Review the answers with the class. You may choose to actively review the answers by saying each statement out loud and having the class answer as a chorus. You may also want to briefly discuss the reasons for each answer.

8 Have students complete the quiz. Review the answers with the class. You may choose to actively review the answers by asking the question out loud and having the class answer as a chorus.

So You Think You Can *Argue* : Active Participation Guide

Paper Only Option



TRUE OR FALSE?

Read each statement aloud. As a chorus, the class should answer "true" or "false." You could also choose to have students show you "thumbs up" for true or "thumbs down" for false, or you could make and distribute index cards that have T written on one side and F written on the other.

1. You can only make an argument about something if you feel very strongly about it. (F)
2. Persuasive writing is meant to convince someone that something is true. (T)
3. If there is already a rule in place, you will use a should/should not argument. (F)
4. An argument is a statement that someone believes is or should be true. (T)
5. An argument can take place without any yelling at all. (T)
6. There is a right and wrong side to every argument. (F)
7. People often use persuasive writing when writing letters about important issues. (T)
8. You use arguments to persuade someone that your viewpoint is correct. (T)
9. A main argument all by itself is enough. (F)