

Argumentation

Lesson Title	ARE Assertion Reasoning Evidence
Grade Level	5-8
Overview	How can I win arguments? Arguments must be backed up with evidence and reasoning.
Materials/Resources	Poster of ARE with definitions Assertion topic list (topics can be cut into individual pieces if needed) Argumentation worksheet with definitions-one per student ARE grid worksheet-one per student
Objective	SWBAT state an assertion, back it up with a reason, and support that reason with evidence.
Background information	Assertion -statement that starts argument Reasoning -statement that supports assertion and explains why audience should believe it Evidence -statements that back up reasoning
Anticipatory Set	Ask, "Have you ever tried to convince your parents that you should get something? What did you do? Does it always work? Why? Why not? How can you improve? When do you have to argue? Do you always win? What are some things people do to win? Where do we need the skills to argue? How will a set of guidelines help you succeed?"
Procedure	Explain that good arguments need three parts. Write/show on board the words and definitions. We have simple word to help remember. ARE A ssertion R easoning E vidence If I said, "Cell phones should be allowed in school"

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<p>Additional assertions to use with whole class: Cigarettes should be banned. Students should be required to wear uniforms to school. Homework should be banned. Community service should be mandatory in middle school. Ban the death penalty.</p>	<p>that is an assertion. "Coffee should be served in school" another one. Both are great, but are only statements that start the argument. I need a reason to support my assertion. "Cell phones should be allowed in school BECAUSE.... Let students volunteer reasons. "Great! But these two parts still don't really get us a good argument. We need evidence to back up our reason. Without evidence it is just our opinion." Let students volunteer evidence. possible response: (Cell phones should be allowed in school because children can use them to call home in an emergency. If there is a disaster, the kids could contact the police and get help there quickly.) "We always want to have good evidence and can research for more information. Research comes a bit later in our lessons. For now, we will just use what we know." Continue with class using the example and come up with various reasons and evidence. Since many students will not agree with assertion, reverse the assertion and continue to find reason and evidence.</p>
<p>Check for Understanding</p>	<p>Let's review. What do you need to win an argument? ARE Close your eyes. Picture the words. Turn to your neighbor and explain each. Pass out ARE worksheet with definitions. Highlight.</p>
<p>Guided Practice</p>	<p>"Now let's practice ARE....You will work with a partner." Give each group a few topics. Or everyone gets the same one. Partner 1- 1. Read topic and state assertion. 2. Give a reason to support topic 3. State evidence to support reason. Partner 2-</p>

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<p>Assessment- As you circulate, listen for ARE from students. Use a 3 column checklist. Next to each student's name, place a check mark if you heard them state A R E.</p>	<p>Listen to your partner. Be sure you can state their evidence. Take turns using ARE. Partners can help give reason or evidence</p> <p>Students will work with partner and use ARE to argue their case with various topics. Class should be noisy and engaged. Circulate to assist students with reasons or evidence. Switch partners if needed.</p>
<p>Closure</p>	<p>Say, "You already have been using ARE. What is A? What is R? What is E? You have used them for many years. Now you have labels for the parts. Use them in all areas of life to accomplish things. Share at dinner or in the car. I bet your parents don't know these skills."</p>
<p>Independent Practice</p>	<p>Pass out ARE grid worksheet. Read 1st example. Student must complete missing parts of ARE. (10 empty boxes) 3 empty boxes on bottom can be used for challenge. Collect. Read responses and score 10/10.</p>
<p>Additional assessments</p>	<p>Watch commercials-write ARE for each. Look at magazine ads-write ARE for each. Assign a specific number of commercials or ads to observe. Collect and assign 1,2, or 3 points for each correct response.</p> <p>Practice ARE with friends, siblings, and parents.</p>
<p>Notes:</p>	
<p>Common Core Standards:</p>	<p>College and Career Readiness</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.CCRA.SL.1 • CCSS.ELA-Literacy.CCRA.SL.3 • CCSS.ELA-Literacy.CCRA.SL.4 • CCSS.ELA-Literacy.CCRA.SL.6 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.8.1

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	<ul style="list-style-type: none">● CCSS.ELA-Literacy.SL.8.2● CCSS.ELA-Literacy.SL.8.3● CCSS.ELA-Literacy.SL.8.4● CCSS.ELA-Literacy.SL.8.6 Writing <ul style="list-style-type: none">● CCSS.ELA-Literacy.W.8.1
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