

## 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.

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### 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: \*\* *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**

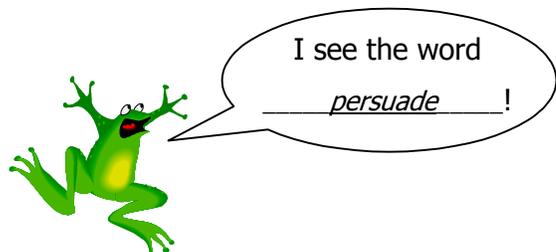
**10-17** **Hey!** Are You Laboring Under a *Misconception??*

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



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.

**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.

**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.