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| **Teacher’s Name:** | **Unit Name:** **Public Forum, Lincoln Douglas, Policy** |
| **Lesson Title****What is an Argument?** | **Indicate which:****Beginner Intermediate Advanced** |
| **Focus Skill:****Argumentation**  | **Time Frame:****110-170 minutes**  |

**PART 1—ESSENTIAL ELEMENTS**

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| **Essential Question** | **What is a good argument?** |
| **Objective 1** | Students will know and understand the terms claim, data, warrant, and impact.  |
| **Objective 2** | Students will be able to distinguish between claim, data, warrant, and impact. |
| **Objective 3** | Students will be able to construct arguments that include all four parts. |

**Overview of Lesson** *(General summary of what will be covered)***:**

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| During this lesson, students will learn the basic elements of argumentation. They will define claim, data, warrant, impact, then will watch a commercial to identify the various elements of an argument, and finally, will begin to create their own arguments using claim, data, warrant, and impact.**Vocabulary to Review****Claim:** the point you are trying to prove that answers why your arguments are correct**Data:** the evidence and examples that support the point you are making**Warrant:** the connective tissue showing why the data proves the claim and argument**Impact:** the reason this claim is important or significant |

**PART 2—THE LESSON**

**Detailed Step-by-Step Lesson** *(be sure to include time allocation information)***:**

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| **Session #** | **Time** | **Details of the Lesson** |
|  | **5-10 minutes** | **Define and Identify**Begin by asking students where they have heard the terms claim, data, warrant, and impact. Based on that, ask students what each word means.  |
|  |  | **Have students read “Argument Construction” handout 1 Link.** Discuss the concepts and explanations of claim, data, warrant, and impact. Ask them how their understanding of these concepts is different after reading the handout. [Reading can be assigned as homework.] |
|  | **5-10 minutes** | **Give students definitions and examples:** **Claim:** the point you are trying to prove that answers why your arguments are correct.**Data:** the evidence and examples that support the point you are making**Warrant:** the connective tissue showing why the data proves the claim and argument**Impact:** the reason this claim is important or significant |
|  | **10-15 minutes** | **Have students watch the Chipotle Scarecrow commercial (**[**https://www.youtube.com/watch?v=lUtnas5ScSE**](https://www.youtube.com/watch?v=lUtnas5ScSE)**)** and then work with the students as a large group to determine how each of the elements fit the argument. [**Note:** under the overall argument, you will likely have multiple of each.]**Argument**: Eat Chipotle**Claim:** Better treatment of animals**Data**: sad cows, shots in chickens to make them larger, assembly line vs. no mistreatment when main character makes his own food**Warrant:** having sad animals is bad, so better treatment of animals is good, and since no mistreatment by Chipotle, eat at Chipotle**Impact:** Better treatment of animals=fewer chemicals in food which is healthy**Claim:** Fresh ingredients are better**Data:** mistreatment and chemicals**Warrant:** having chemicals in food is bad, so fresh ingredients are healthy, so eat at Chipotle because they use fresh ingredients**Impact:** Fresher ingredients=more health and nutrients so important |
|  | **10-15 minutes** | **Have students watch the Thai Giving commercial: (** <https://www.youtube.com/watch?v=7s22HX18wDY>)and then have them get into partners and determine how each of the elements fit the argument. Talk through these with the students and guide where necessary. |
|  | **20-30 minutes** | **Create**Have students write down the overarching argument. Then, work with them to create two sets of claim, data, warrant, and impac**t. [Note:** feel free to do another example with students if you get the sense that they need additional support here.]**Argument:** Chocolate Chip cookies are better than oatmeal raisin. **Claim:** **Data:****Warrant:****Impact:** |
|  | **20-30 minutes** | **Have students write down the overarching argument. Then, have students get into pairs and create two sets of claim, data, warrant, and impact.****Possible arguments:** Dogs are better than cats (or vise versa). Plain chocolate is better than chocolate with peanut butter (or vice versa). Superman is better than batman (or vise versa). Or any fun topic.  |
|  | **Optional** | If you feel your students need more experience with finding claim, data, warrant, and impact, you may also want to do the Middle School Argument Activity. (Link it) |

**PART 3—ASSESSMENT EVIDENCE**

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| **Performance Task, Product, or Other Key Evidence of Learning** *(How will students demonstrate a level of proficiency for this skill?)*Through discussion of what students create for each overarching argument, the teacher will be able to identify areas where students need additional support and guidance.  |

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| **Key criteria to measure Performance Task(s) or Key Evidence:***Examples: Rubric, Checklist, etc***.**Teacher should evaluate student answers for both accuracy of identification of claim, data, warrant, impact as well as explanation of why students feel answers are correct. |

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| **Assessment Strategies** *(Identify Informal/Formal Strategies)***:****Informal:** Discussion of concepts and activitiesUltimately, students’ ability to create cases and arguments will be the final assessment.  |

**Plans for after this lesson/competency is complete (How will you extend, enrich?):**

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| Teachers may extend this by having students complete more commercial analysis. Another good option is this University of Phoenix commercial:[**https://www.youtube.com/watch?v=2TTd2FmYr0g**](https://www.youtube.com/watch?v=2TTd2FmYr0g)**.**  |

**Key Resources Used: Websites, books, film clips, etc.**

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| Scarecrow commercial  | <https://www.youtube.com/watch?v=lUtnas5ScSE> |
| Thai Giving commercial | <https://www.youtube.com/watch?v=4tPJhy6d6eE> |
| “Argument Construction” Reading | Handout 1 Link |

**Key Resources for Exploration: Websites, books, film clips, etc.**

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| **Webinar—Technical**— The anatomy of Good and Bad Args | NSDA Resource Package |
| **Webinar—Archive**— Applied Preparation: Using Argumentation in Debate | NSDA Resource Package |
| **Debate Training Guide** | NSDA Resource Package |

**Reflections/Review for Future:**

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