**MS Big Questions - Lesson #4**

**Unit Name**: Big Questions - Middle School - Exploring This Year’s Topic

**Topic**: Negative Arguments

Resolved: Humans are fundamentally different from other animals.

**Essential Questions**:

1. Question 1 - Why do views change over time and how do these changes affect society?
2. Question 2 - How do purpose and audience shape the content in a persuasive text?
3. Question 3 - How does research enhance the ability to persuade?

**Objectives**:

1. Objective 1 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
2. Objective 2 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual role as needed.
3. Objective 3 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

 4. Objective 4 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**Instructional Materials Needed**:

 1. Group work folders from Days 1-3

 2. At least one laptop or tablet (internet accessible) per group

 3. Argument template indicating three parts of an argument (claim/warrant/impact)

**References** *(if applicable)*:

 1. See bibliography at end of Topic Overview

 2. Link provided to multiple other sources

**Overview of Lesson** *(general outline of what will be covered)*:

Students will use the discussions from the past few three lessons to begin brainstorming negative arguments. By the end of the class period they should have 3-5 negative arguments to use in their cases. Case-writing will be covered in Lesson 5.

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

1. 5 minutes - Divide the class into the same small groups used for Lessons 1-3. Teacher may want to assist in assigning roles based on observation. Give each group their folder. Each group should have at least one device that can connect to the internet for research. It’s better for every two people to have a device if they are available - so both can easily see the screen.

2. 45-50 minutes - Based on discussions from Lessons 1-3, students should brainstorm negative arguments. They can use the ideas presented in the Topic Analysis to get started, but they should also use their logic, experiences, and the devices at hand to research and come up with additional arguments. Each argument should be written down on its own sheet of paper with accompanying evidence and analysis to support the claim. At this point the arguments are independent of each other.

3. Each group should come up with 3-5 independent arguments, complete with supporting evidence. Evidence citations should be written down (decide on appropriate bibliographic citation format to use). Since they worked on affirmative arguments yesterday they should also think of ANSWERS to those affirmative arguments. Answers should be written on individual sheets as well. For example - answers to “Humans use language” would have that as a title and then several statements and examples about how animals communicate as well. In other words, if someone presented one of their affirmative arguments, what would they say in response?

4. 5 minutes - Collect the folders and completed argument worksheets for the day.

**Informal Assessment Strategies**:

1. Teacher monitoring of group work to see if students are on task and fulfilling roles.

2. Collection of folders and review of notecards/record sheet.

**Formal Assessment Strategies**:

1. Group folders and evaluations will be used at end of unit for formal assessment.

**Reflection/Review for Future**:

1. Teacher reviews folders for completion and determines if existing groups need any help with assigning roles or any redirection before Lesson #5.