**Warm-Up**

Directions: With a shoulder partner mark whether you agree or disagree. Use what you have learned (activate prior knowledge) from Informational Literacy to complete warm-up.

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Thursday
December 10, 2014

Today’s Agenda:

1. View mini-lesson on building effective arguments
2. Create Anchor Charts on elements of an effective argument
3. Demonstrate building an argument with The Miracle Worker
4. It’s your turn.
   - State your claim
   - Work in groups to complete graphic organizer
Standard:

Students will be able to identify parts of an argument and write arguments to support claims with clear reasons and relevant evidence.

I can ...

- Identify the parts of an argument.
- Develop a claim for an argument.
- Support my claim with logical reasoning and supporting evidence.
How Well Do You Argue?

An argument is more than yelling your point to someone.

Successful arguments state a claim about a debatable topic, give evidence to support that claim, and explains how the evidence supports your claim.
Aren’t we already good at arguing? Why do we need to practice?

- Building solid arguments focuses on logical thinking.
- The process of arguing requires analyzing data.
- When building arguments about what we read, we become more critical readers.
- Effective arguing helps us to make choices based on solid facts.
- As productive citizens, we need to analyze options before making decisions for our community.
What is an Argument?

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

- School uniforms are needed in middle school.
- Kids should be in school Monday through Saturday.
- Students should be able allowed to use cell phones in classrooms.
- The legal age for driving should be 18.
- Teachers should wear mood rings!


Claim

The starting point for an argument. It must be **clear, defensible, and controversial**.

**clear:** the audience knows exactly where you stand

**defensible:** you can support your claim with evidence.

**controversial:** there is an opposing viewpoint
Test these examples of claims.

- I-phones are better than androids.
- Schools should allow the sale of pop.
- Zoos do more harm than good.
Evidence
The data used to support the claim
It can include...

- Facts or statistics
- Expert opinion
- Primary research
- Personal experience

In literary arguments, use the text for supporting evidence.

Answers the question

“What makes you say so?”
Claim: Zoos do more harm than good.

Evidence
- Enclosed structures cause boredom.
- Animals have no privacy.
- Breeding animals in captivity is unnatural.
Arguments need support!

Claim: Kids should NOT have to go to school on Saturday!

- Students need rest.
- Students may have jobs.
- Family time is important.

Support your claim with clear reasons and relevant evidence!
**Warrant**

An explanation of why the evidence leads to the claim

- Provides the reasoning
- Goes back to the claim
- Explains why your evidence is important

*Answers the question, “So What?”*

**Warrant:** Since I was the first bird to flee the nest, I expended more energy than the rest of you birds, and I need a worm now.

**Claim:** I should get the worm

**Evidence:** I’m the early bird.
Let’s Practice Warrant!

- Claim: It is wrong for Instagram to collect data on its users for financial gain.
Hey, wait a minute!!

A counterargument expresses the opposite point of view.

- School uniforms are **NOT** needed in middle school.
- Kids should **NOT** be in school Monday through Saturday.
- Students should **NOT** be able allowed to use cell phones in classrooms.
- The legal age for driving should be **NOT** 18.
- Teachers should **NOT** wear mood rings!
Counterargument (Rebuttal)
An opposing viewpoint

- Must be a potentially convincing point.
- Cannot be presented as better than your claim.
- What someone who disagrees with you might say.
Response
Explanation of why the counterargument does not overcome the claim.

Why bring up opposing views?
(Yes you can beat them to the punch.)

You want to stay over night at your friend’s house. You’ve stated your claim to your parents and given evidence of why they should say yes. Being the savvy person that you are, you know that your parents will argue that staying over night is a bad idea because of your early morning basketball game the next day.

How will you shoot down this counterargument?
Finishing Strong!

So Far We Have...
✓ Stated a Claim
✓ Provided Evidence
✓ Supported My Claim With Warrant
✓ Addressed the Counter Argument

Now it’s time to...
- Restate the claim.
- List the evidence.
- Explain why this matters.

Conclusion to the argument
Exit Slip

Directions: Look back at your first responses! Change any!

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Anchor Charts!

Directions:

1. Definition
2. Example

**Allows us to have a visual reference for our learning!**
Let the Arguing Begin...

In Act I of The Miracle Worker, we witness many dysfunctional relationships.

Dysfunctional relationship: relationships that do not perform their appropriate function; they do not emotionally support the participants, foster communication among them, appropriately challenge them, or prepare or fortify them for life in the larger world.

Analyze the dynamics of the various characters in The Miracle Worker. Which relationship do you think is the most dysfunctional?
Relationships in *The Miracle Worker*

- Mr. and Mrs. Keller
- Mr. Keller and James
- Annie and Helen
- Annie and James
Claim: In The Miracle Worker, Act I, the most dysfunctional relationship is between Kate and James Keller.

Evidence

Kate is only a few years older than James, yet she is his stepmother.

James doesn’t use Kate’s name when telling his father he has to take her to the train station.

James thinks Helen should be put away and Kate wants Helen to be treated with dignity.

Warrant

James resents having to treat a young woman as if she were his mother. This causes a conflict.

Stepchildren are expected to refer to their stepparents with respect.

James and Kate have a dramatic difference of opinion. Yet Helen’s behavior greatly impacts them both.
Claim: In *The Miracle Worker*, Act I, the most dysfunctional relationship is between Kate and James Keller.

Counterargument

Some might argue that the relationship between James and Mr. Keller is even more dysfunctional.

James is searching for praise from his father.

Mr. Keller demands that James work all the time.

Response

James and Mr. Keller do have a dysfunctional relationship, but it’s not as significant as the conflict between James and Kate.

James and his father would have fewer conflicts if James didn’t have to deal with a young stepmother.
In *The Miracle Worker*, Act I, the most dysfunctional relationship is between Kate and James Keller. The fact that Kate is not much older than James causes him to be disrespectful to her. In addition, Kate and James disagree on how best to handle Helen. This conflict affects every aspect of their lives. The dysfunctional relationship between James and Kate adds to the tension in the Keller household and plays a major role in Act I of *The Miracle Worker*. **Why does it matter?**
Now it’s your turn ...
Which relationships is the most dysfunctional?

Mr. and Mrs. Keller

Mr. Keller and James

Annie and Helen

Annie and James