# DAILY LESSON PLAN

**Objectives:** When the lesson is completed, SWBAT identify arguments and counterarguments when they hear them, demonstrate verbal examples of arguments and counterarguments, and apply their knowledge to produce written examples of arguments and counterarguments using both abstract and concrete schemes.

**Materials Needed:** Costumes and props for skit, two chairs, prepped whiteboard (see “Modeling Counterarguments”), markers, overhead w/transparency (or PPT) of “Modeling Model Arguments and Counterarguments”, copies of “Should Zigimothes be forced to aggregate? papers, pencils, teacher-only copies of directions, copies of homework, a few prizes (needed the following day).

**Activities:**

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| **Time** | **Teacher Procedures** | **Student Responsibilities** |
| 7 min.  10 min | Introduce arguments and counterarguments through short skit (see “Modeling Counterarguments”). Afterwards, ask the students to describe what they saw happening.  Put students in groups of two. Monitor quick transitions. Lead timed exercise in verbal argument/ | Divide paper with line down middle. See how many different opinions you hear. How many can you write down for character on the left? For character on right? Turn in.  In pairs, students will take turns presenting arguments vs. counterarguments for prompts. Decreasing time limits imposed. |

**Homework:** Complete Zigimothes worksheet. When you are finished, write answers on a new sheet of paper, with none of the prompts showing. More like an essay. Make sure that you give some examples to explain what you think. Can you make it look like what Mrs. Foster did on the overhead? See directions on “Zigimothes” handout.

**Assessment or Evaluation:**

Informal assessment takes place when I collect the papers from the intro, the group work pages, and when I listen to the group presentations of their best pages. I am looking for participation, use of the words “argument” (or “reason”), and “counterargument”. 5 pts. Formal assessment takes place in the form of homework. I am grading the worksheet with more weight than the informal essay, because in my imagination this is the first assignment of this sort, and I am wondering how the students will respond. With the worksheet a great deal of scaffolding is provided, and the assignment mirrors what we accomplished in class. I am looking for evidence of synthesis. Can they apply the concepts of argument and counterargument to something as new and abstract as a “Zigimothe”? Worksheet: 5pts for completeness, 10pts correctness. Brief essay: 5 pts. Extra reinforcement provided for creativity.