

DAILY LESSON PLAN

Teacher's Name:

Class/Period: (7th Grade Gen. English, Per. 3)

Unit: Persuasion (Arguments/Counterarguments)

Date: October 04, 2008

- Agenda:
- 1) Intro counterarguments with short skit (see attached sheet "Modeling Counterarguments")
 - 2) Pair-share verbal examples of arguments/counterarguments (see "Pair-share Counterarguments")
 - 3) Model written version for class (see "Modeling Model Arguments and Counterarguments")
 - 4) In-class activity: Counterarguments Rotation! (see directions by same name)
 - 5) In-class writing: Should Zigimothos be forced to vagglevate? (see attached handout)
 - 6) Homework.

California Content Standards: Writing, 2.4, "Write persuasive compositions: a. State a clear position in support of a proposition or proposal. b. Describe the points in support of the proposition, employing well-articulated evidence. c. Anticipate and address reader concerns and counterarguments."

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 Zigimothos be forced to vagglevate?", papers, pencils, teacher-only copies of directions, copies of homework, a few prizes (needed the following day).

Activities:

Time	Teacher Procedures	Student Responsibilities
7 min.	1. Introduce arguments and counterarguments through short skit (see "Modeling Counterarguments"). Afterwards, ask the students to describe what they saw happening.	1. 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.
10 min	2. Put students in groups of two. Monitor quick transitions. Lead timed exercise in verbal argument/	2. In pairs, students will take turns presenting arguments vs. counterarguments for prompts. Decreasing time limits imposed.

	counterargument (see “Pair-share Counterarguments”).	
10 min.	3. Model written arguments/ counterarguments on overhead (see “Modeling Model Arguments and Counterarguments”). Focus: sharing thought process, clear writing.	3. No written work is necessary- students expected to be active listeners who respond when questions are asked.
15min	4. Put students into groups. Lead Counterarguments Rotation! (see directions by same name). Keep track of time- papers are passed every minute. Lead group sharing.	4. In rotation, students will be creating outlines like the one modeled on board. Students must have own answers, but group members can help. Share aloud what the group considers to be best paper. Names on papers. Turn in.
7 min	5. Pass out handout for “Should Zigimoths be forced to vagglevate?”. Monitor transitions. Provide verbal instructions. Emphasize that they can make up whatever they want about the Zigimoths.	5. Individual work. Fill out worksheet. If finished do not turn in- you need it for homework.
3min	6. Go over homework: Tell students they should complete the Zigimoths worksheet, and do an “essay” (not really formal- just writing arguments and counterarguments without prompts showing). Prize for the three most creative answers tomorrow.	6. Homework: create short informal essay (see below).

Homework: Homework: Complete Zigimoths 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 “Zigimoths” 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 “Zigimoth”? Worksheet: 5pts for completeness, 10pts correctness. Brief essay: 5 pts. Extra reinforcement provided for creativity.

Lesson Plan Commentary/Reflection:

I think that this lesson will appeal to seventh graders in its creative and humorous approach. I have taken care to switch activities frequently to prevent listlessness, and I’ve encouraged individual, partnered, and group learning. There are multiple opportunities to assess the comprehension levels of the group, which will allow me the opportunity to prepare for any necessary re-teaches without having to wait for the homework to be turned in and graded. I include an entire modeled short essay, with demonstrated layering (first the basic ideas, then their elaborations). The homework assignment is fairly open-ended allowing learners at various levels to complete the task as they are able. I have taken care to provide detailed notes so that another teacher could recreate the lesson if desired.

Pair-Share of Counterarguments (Directions Sheet)

Have the students meet up with partners. One of them will be “A”, and the other will be “B”. Verify that they have kept up with the directions by asking for all of the “A”s to raise their hands. Next, give the following instructions:

We are going to argue for or against the fact that teenagers should be allowed to watch rated R movies at the theatre. Person A, you must give your opinion, and three reasons why you think that your opinion is valid. Person B, you must give one reason for having the opposite opinion (even if it is not what you really think). You have two minutes.

Next, we will change places. Person B, you must give your opinion, and then provide three reasons for it. Your reasons must be completely different from the ones that "A" gave. Person A, you must give one reason for having the opposite opinion. It must be completely different from the counterargument that A provided. You have one minute.

We'll do this again, with a new topic: Should cell phones be allowed at school during free time? Person A gives three reasons for their opinion. Person B gives a counterargument. 30 seconds.

Switch jobs (must have all new answers). 20 seconds.

If the students seem to be catching on, try for a ten second round.

Transparency “Modeling Model Arguments and Counterarguments”

Begin with the transparency like this:

Question: Should Maroon Five break up?

Position:

Reason One:

Reason Two:

Reason Three:

Counterargument:

Defeat counterargument:

Modeling my thought process as much as possible (pausing to think of examples, etc), I will fill it in to look like this:

Position: No, they should not break up.

Reason One: It would disappoint millions of fans.

Reason Two: They would stop making money.

Reason Three: There would be nothing good to listen to on the radio.

Counterargument: They have already been around for too long. They should break up.

Defeat counter argument: They are still young.

Then, as time and comprehension permit, I can add in the following elaboration:

Question: Should Maroon Five break up?

Position: No, they should not break up.

Reason One: It would disappoint millions of fans. People are very passionate about their music. When bands break up, it causes a lot of emotional turmoil, and it is impossible to tell how extreme their reactions might be. For example, when John Lennon died, many people suffered from terrible depression.

Reason Two: They would stop making money. Right now the music industry pays very well, and the members of Maroon Five should be saving money that they make for their retirements. If they stop playing together, they will all be unemployed and will have to seek lower paying jobs. For example, they might have to work at MacDonalds, or as seventh grade English teachers.

Reason Three: There would be nothing good to listen to on the radio. Right now it seems that Maroon Five is the only group making original music, and without them the music world would be much more boring. For example, we would have to spend all of our time listening to replays of the Spice Girls. That would be terrible for everyone.

Counterargument: They have already been around for too long. They should break up.

Defeat counter argument: Some might claim that Maroon Five has already been around for too long, but compared to other classic bands like the Beatles, Maroon Five is still very young. They should keep making music for as long as they can.

Modeling Counterarguments (Directions Sheet)

To model counterarguments pretend to be two separate people critiquing a film. Set up two chairs in the front of the room. On one chair place a hat and sun glasses. When sitting on this side of the room adopt the persona of “Miss A” a fun, hip, teen. On the opposite side of the room place a coffee cup or wine glass. When sitting on that side of the room adopt the persona of the snobby and much older “Ms. B”. Behind you on the board write the following:

Miss A:

Movie: Terminator 6000

Position: People should see this movie.

Reason One: It has a lot of technology.

Reason Two: It has a lot of great death scenes.

Reason Three: The soundtrack is done by Maroon Five.

Ms. B:

Counterclaim: People should *not* see this movie.

Reason: It costs 6,000 dollars to see it.

Miss A:

Defeat counterclaim: Even though it costs 6,000 dollars, it is worth it because seeing this movie could change your life.

Act out the above list (elaborating on each of your reasons). By alternating personas, you will be highlighting the basics of a counterargument in a fun, memorable way. Ask students to keep track (on a sheet of paper) of the different opinions they hear.

Counterarguments Rotation!

Divide the class into groups, seated in circles. Each person has a sheet of paper, and writes a question at the top of their page. Next, the pages are passed clockwise. Now everyone must write a position to take on the question which has been asked. Pass. Next, write a reason for taking that position. Pass. Write a second reason. Pass. Write a third reason. Pass. Write a counterargument. Pass. Write a reason for the counterargument. Pass. Write a reason why the counterargument is wrong.

The groups will be asked to share their best page with the rest of the class. Pages will be turned in for participation points (make sure names are on papers).