

## Using Text as the Basis to Teach Argumentation

*Everything is an argument.*

Argument Talk Protocol (Source: Teachers College Reading and Writing Project)

1. Name the argument and the sides.
2. Gather evidence for both sides or multiple positions.
  - Suspend judgment.
  - Be alert for juicy quotes and statistics.
3. Pick a side or position.
4. Caucus with your side.
  - What is your BEST evidence?
  - Rehearse your argument.
5. Face off!
  - Meet your opponent and present your argument and listen to theirs.
6. Repeat back to your opponent their BEST points.
  - What evidence was most compelling or persuasive?
7. Caucus with your side again to plan a rebuttal.
  - Try to defend against your opponent's best points.
8. Rebuttal with opponent.
9. Options:
  - Flashdraft a response.
  - Develop a more sophisticated position.
  - Chart powerful debate moves and strategies.

Suggested texts:

- "The Giving Tree" by Shel Silverstein
- "Oh, Rats!" by Albert Marrin
- "Yurtle the Turtle" by Dr. Seuss
- "Wings" by Macklemore

Recommended:

- "Teaching Argument Writing" by George Hillocks, Jr.
- "Everything's an Argument" by Andrea A. Lunsford and John J. Ruskiewicz
- "Oh Yeah? Putting Argument to Work" by Wilhelm, Smith, and Fredricksen
- "Argue with Me" by Deanna Kuhn and Laurie Hemberger
- "Teaching Reading to Black Adolescent Males" by Alfred Tatum

## Moves You Can Use to Argue

*When you want to state a position:*

- It is my position that...
- I am going to argue that...

*When you want to give reasons:*

- The most important reason is...
- Another reason is...

*When you want to offer evidence:*

- An example that shows this is...
- Specifically, the line/part that shows this is...
- In particular, this part...

*When you want to be sure you are showing how the evidence proves your point:*

- This shows that...
- .... means that...

*When you want to consider then reject a counter argument:*

- On the other hand... yet, despite this...
- There are those who would claim... yet, I disagree because...
- Others may feel... nevertheless, I contend...

*When you want to rebut:*

- So your point is... but that overlooks...
- So you are saying that... however that still does not explain...
- So you are claiming that... yet what about the fact that...