



wasatch range writing project by Mike Handy

Lesson Title: Developing a Claim into an Argument

Burning Question: How can students move forward from making a claim to writing a formal argument?

Objectives:

[CCSS.ELA-Literacy.W.8.1b](#) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text

Context: This lesson is best taught when students are working on writing a formal argument, though the length of that argument is not important. It is a companion lesson to another lesson that uses Clarkson's first video, "Introducing the Toulmin Model," developed by Lynda Hamblin. Ideally, before learning from this lesson, students will have written a claim they intend to develop into a full argument.

Materials:

- Computer with Internet access
- LCD Projector or some other means of displaying for the class

Time Span:

The video itself is just over thirty-five minutes long, so this lesson requires at least forty-five minutes. If a single class period is shorter than that, you can end the video at twenty minutes, when the teacher finishes with his model and begins doing guided practice with the students.

Procedures:

- 1 Review with students the claims they have made prior to the lesson. Explain that today you are going to learn how to build arguments from those claims.
- 2 Define the terms evidence (or grounds) and warrant.
- 3 Display the video. <http://www.youtube.com/watch?v=NreDN7PTOD8> Pause throughout to apply the principles to the claims the students have made.
- 4 When the video is complete (in whatever length you choose) work some guided practice with the students in building arguments from their claims.
- 5 Invite the students to complete some independent practice.

Extensions: With time permitting, advanced students may want to try developing more complex arguments--either using more evidence or addressing counterclaims.

Rationale:

This is a critical piece of the process of writing an argument--how to develop support. Students need to have as much scaffolding as possible to help them have success.

Resources:

Clarkson, Alexander. "Using the Toulmin Model." *YouTube*. 23 March 2011. Web. 16 February 2013.
<http://www.youtube.com/watch?v=NreDN7PTOD8>.