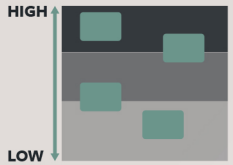
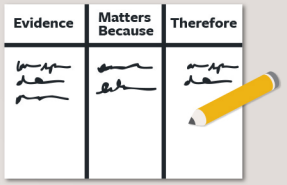
Argumentation Activities



In the **evidence gradient tool** students rank evidence cards according to particular criterion for evidence quality. Subsequently, students rank evidence cards by how well they support a given claim.

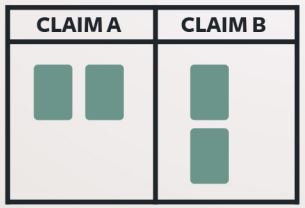


In the **reasoning tool** students fill in three columns for evidence, reasoning and claim. The central reasoning column is filled in last as the link between evidence and claim.

When **gathering evidence** students can engage with hands-on, simulations, text or diagrams to identify and record evidence in relation to a claim.

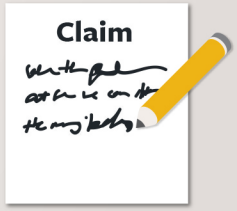
In a **science seminar** students participate in a whole class, student-led discussion, with a day before for exploring evidence and claims, and a day after for argument writing.

In the first use of the **anticipation guide** students respond to several claims containing common misconceptions. Later, students revise their responses and eventually rewrite the claims.



In an **evidence card sort** students sort evidence cards according to which or several competing claims the evidence best supports.

In **oral argumentation** students engage in interactive discourse where they both build on each other's ideas and critique peer's arguments.



In **argument writing** students provide a claim that is supported by high quality evidence with clear reasoning connecting the claim and evidence.

THE ARGUMENTATION TOOLKIT

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