

LESSON 5 WORKBOOK

QUALITY TALK

Challenge Arguments

Embracing talk as a tool for critical-analytic thinking & interthinking

NAME :

AUTHENTIC QUESTIONS

An authentic question is a genuine question that may have more than one possible answer and requires deeper thinking about, around, and with text and content.

UPTAKE QUESTIONS

ask about something someone said previously. They are content related and can be directed to a group or an individual.

- Why do you think that?
- How do you know that?
- Given that you just said, ...?

SPECULATION QUESTIONS

ask “what if” and require the group to consider alternative possibilities. Responses must include more than one possibility that address the question.

- What do you think would have happened if...?
- What might happen next?
- How could the characters have addressed the problem differently?

GENERALIZATION QUESTIONS

ask the group to build up ideas and generate new information by tying concepts and ideas together. Responses often include a “big idea,” general rule, or theme.

- What would you say was the lesson/main idea of the story?
- Thinking of the character’s actions and words, how would you describe their personality?

ANALYSIS QUESTIONS

ask the group to break down concepts, ideas, or arguments. Responses include more than a restatement of known information and often include statements about the relationship of parts in a whole.

- Why did...?
- How did...?
- What evidence was in the story to show...?

AFFECTIVE QUESTIONS

elicit connections between a person’s life experience and the text or content.

- How would you feel if...?
- Have you ever experienced anything like...?
- What would you do...?

SHARED KNOWLEDGE QUESTIONS

elicit connections to information that is commonly known in the group such as previous discussions, topics, or experiences that the group had together and the text or content.

- Is it like when we...(e.g., field trip or school assembly)?

INTER-TEXTUAL QUESTIONS

elicit connections between two or more textual materials. Textual materials include novels, data, works of art, movies, the Internet, television, magazines, etc.

- Does this story remind you of...(e.g., another story, movie, or book)?
- Did you hear the news report today about this same topic we’re reading about?

ARGUMENTATION

The purpose of an argument is for a group to explore different ways of answering authentic questions and for a person to clarify and elaborate on their claim based on the reasons and evidence that were discussed and explored.



CLAIMS

States an opinion or position regarding the answer to an authentic question.

REASONS

Gives support for the claim by explaining why the claim is the best answer.

EVIDENCE

Gives direct support for the reason and provides additional weight to the claim.

WHAT DO YOU THINK?



WHY DO YOU THINK THAT?



HOW DO YOU KNOW THAT?



CHALLENGE

A statement that challenges or counters an argument or part of an argument.

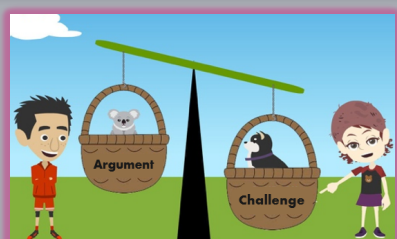
CHALLENGE ARGUMENT

An argument used to explain why another argument is not correct (e.g., the accuracy, credibility, or relevance of the evidence or reasoning).

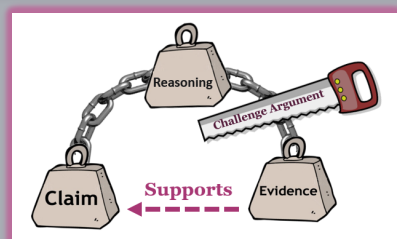
EXAMINED UNDERSTANDING

Making an informed decision about the position after weighing all the arguments, counter-arguments, and rebuttals.

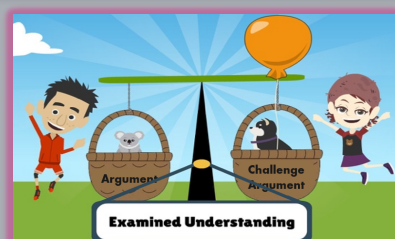
DO YOU DISAGREE?



HOW STRONG IS SOMEONE'S ARGUMENT?



WHAT IS MY FINAL POSITION?



EXCERPT: CASE STUDIES ON DIVERSITY & SOCIAL JUSTICE EDUCATION

Gorski, P. (2014). Excerpt: Case studies on diversity & social justice education. *Teaching Tolerance*, 48. Retrieved from <https://www.tolerance.org/magazine/fall-2014/excerpt-case-studies-on-diversity-social-justice-education>

Samantha, a vivacious seventh grader at Hillside School, a middle school in the predominantly low-income mountainous outskirts of northern Virginia, loves science class. By all apparent accounts, Samantha has a gift for the sciences, too. She aces all of her quizzes and tests and regularly helps classmates who are struggling with experiments.

This makes it particularly difficult for Ms. Grady to understand why Samantha rarely turns in her science homework. Wondering whether there was an issue at home, Ms. Grady has touched base several times with her colleagues who have Samantha's younger siblings in their classes to see whether they were noticing similar patterns. To the contrary, she learned that her younger siblings always turn in their homework.

Ms. Grady has reached out to Samantha every way she knows how, from pleading with her to offering to give her more advanced work that might engage her in new ways. On several occasions she has asked Samantha why she rarely turns in her homework.

"It's nothing," Samantha typically responds. "I'll do it next time. I promise."

Regardless of how often she calls Samantha's parents, nobody answers. *Imagine how successful Samantha could be if only her parents cared enough to support her education*, Ms. Grady has often thought to herself.

As a conscientious teacher, Ms. Grady wants to support Samantha. On the other hand, she has roomfuls of other students who also need her attention. And, when it comes down to it, Ms. Grady's grading policy is clear: students are allowed to turn in one homework assignment one day late without penalty—she calls this her "life happens" rule; but in every other instance, failure to turn in homework results in a grade of "0" for that assignment.

One day after school Ms. Grady approaches Mr. Burns, a social studies teacher at Hillside who had taken a particular interest in Samantha during the previous academic year.

"I know," Mr. Burns says. "Brilliant young woman. I had the same experience with her."

NAME:



AFTER READING

LESSON 5 PRE-DISCUSSION QUESTIONS

☐

GENERALIZATION QUESTION

☐

ANALYSIS QUESTION

☐

SHARED-KNOWLEDGE QUESTION

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AUTHENTIC QUESTION

NAME:



WRITING

Question:

Provide reasons and evidence to support your thinking.

[illegible]