




STAGE OF LESSON		PLAN: What is your plan?	
I	INTRODUCE LESSON GOAL 1-2 minutes	To understand what goes into making an argument and how to make an argument	
M	MOTIVATE with a HOOK	Ask students how they would describe what an argument is, and the features which make up argument.	Students will connect with any prior knowledge or arguments and any (mis)conceptions about arguments they may have. They may connect argument to persuasive writing, or they may associate arguing as a wholly negative events (such as their parents arguing too much).
P	PRIME with PRIOR KNOWLEDGE -activate it 3-5 minutes	Introduce an simple argument which students may be familiar with (this could come from a previously studied topic, a persuasive writing prompt, events in popular media with which students may be familiar)	
A	ADD NEW TEACHER INPUT – Explicitly teach the CONCEPT. 10-15 minutes 	<p>Deconstruct the elements of the simple argument chosen for students.</p> <p>Identify propositions, premises, conclusions, and assumptions present in the argument.</p> <p>Proposition = the claim of the argument (eating meat is wrong)</p> <p>Premises = parts of an argument which work towards justifying that argument (we can live off things other than meat, eating meat harms animals, we should not harm animals unless we have to)</p> <p>Conclusion = the conclusion must be logically entailed by the premises</p> <p>P1: we should not harm animals unless we have to</p> <p>P2: eating meat harms animals</p> <p>P3: we don't have to harm animals because we can live off other food</p> <p>Conclusion = we should not eat meat</p> <p>The conclusion will always be true. If we want to challenge the proposition, we must challenge one or more of the premises, so that the conclusion no longer logically follows the premises.</p> <p>For instance, challenging:</p> <p>P1 by claiming that because humans are better than animals, we can harm them all we want;</p> <p>P2 by claiming that animals are not harmed by me eating meat because I only eat roadkill</p> <p>P3 by claiming that we need meat to live a healthy nutritious life</p> <p>Challenging any of these three premises leads to the conclusion no longer following the premises, and therefore failing as an argument</p>	<p>Students are introduced to the basic structure of an argument, as well as some of the key terms which go into making that argument.</p> <p>They are also introduced to the logical structure of arguments (in conclusions following premises), as well as how they might go about challenging arguments.</p>
	ADD NEW TEACHER INPUT – Explicitly teach and model the SKILL.		
C	CHALLENGE with APPLICATION & DEVELOPMENT 10-15 minutes 	<p>Get students to deconstruct a different argument in the same way (explicitly stating the what they think the premises and conclusion of that argument)</p> <p>Give them an argument/persuasive writing prompts from which they are to determine the expected premises and conclusions of that argument. (note that persuasive writing prompts will not have this information in full, but students will need to predict what the premises/conclusion will be).</p> <p>Get students to think of an argument of their own and put it into the premises > conclusion logical structure.</p>	<p>Students get to put into practice what they have just seen demonstrated in deconstructing an argument into premises and conclusions.</p> <p>Students do this first with a simple argument from a persuasive writing prompt or similar. Then students must construct an argument of their own making to help solidify their understanding.</p>
	CHECK FOR UNDERSTANDING, FEEDBACK & INDIVIDUAL SUPPORT (Throughout the lesson) 3-5 minutes		
	CULTIVATE INDEPENDENT PRACTICE 5 minutes	<p>Get students to share their deconstruction of arguments as a group, and ask their fellow students to describe how they would begin to challenge that argument.</p> <p>(they should challenge the argument by challenging one or more of the premises</p>	<p>Students are here able to see how their classmates have deconstructed their arguments. And also practice coming up with their own challenges to premises in order to invalidate arguments.</p>
T	TIME for GOAL REVIEW 3-5 minutes 	<p>Can you explain the features that go into making an argument?</p> <p>How might one challenge an argument?</p>	<p>The goal of this lesson is more factually based than others, but it is important that students have the foundational argumentation skills that will enable them to participate in philosophy to a greater degree in other P4C sessions.</p>

