

Science Minilessons: Building Arguments

Pro-Con Thinking

IDENTIFY a controversial issue that you have studied in class.

STATE your position on this issue.

Then **CREATE** a pro-con chart, arguing for and against your position.

(See *Inquire* pages 104–105.)

Effective Evidence

REVIEW “Using Effective Evidence” (*Inquire* page 109).

With a partner, **SEARCH** your science textbook for one example of each type of evidence.

CREATE a chart, listing your examples.

SHARE your work with your classmates.

Levels of Evidence

REVIEW “Using Levels of Evidence” (*Inquire* page 110).

COPY one main point made in your science textbook.

EXCHANGE statements with a classmate.

SUPPORT the main point with at least two pieces of evidence.

Afterward, **DISCUSS** your work with your partner.

Math Minilessons: Building Arguments

Key Objections

REVIEW “Consider key objections” (*Inquire* page 106).

WRITE two reasonable objections to the following claim: *All students should take algebra by the end of eighth grade.*

Then **COUNTER** one of the objections in a sentence or two.

DISCUSS your work with your classmates.

Facts Versus Opinions

REVIEW “Separating Opinions from Facts” (*Inquire* page 108).

WRITE three opinions and three statements of fact about math. (Mix the statements up and don’t label them.)

EXCHANGE lists with a partner, and **LABEL** each other’s sentences as either fact (F) or opinion (O).

Afterward, **CHECK** each other’s work.

Slanted Evidence

WRITE two examples of faulty logic to “support” the following claim: *Jefferson School should put more emphasis on math.*

IDENTIFY how each one is faulty. One of your statements may, for example, “exaggerate the facts.” (See *Inquire* pages 111–116.)

SHARE your work with your classmates.