

Social Studies Minilessons: Building Arguments

From an Expert

READ “Using Quotations” (*Inquire* page 110).

Then **WRITE** freely for 3 to 4 minutes about a controversial issue that you have studied in social studies. (Check your notes.)

FIND a quotation related to this issue (or make one up).

WRITE about the issue again, but this time work in the quotation.

Effective Evidence

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

With a partner, **SEARCH** your social-studies textbook for an example of each type of evidence.

CREATE a chart, listing your evidence.

SHARE your work with your classmates.

Label an argument.

REVIEW “Following an Effective Plan” (*Inquire* pages 104–107).

Then **SEARCH** on the Internet or in your textbook for an argument speech that addresses a social-studies topic. (An inaugural address is an example.)

IDENTIFY the parts of the argument, including *the main claim, key supporting ideas, any objections, the final thought, and a call to action.*

SHARE your findings with your classmates.

English Minilessons: Building Arguments

In Character

REVIEW “Following an Effective Plan” (*Inquire* pages 104–107).

Then **ASSUME** the role of one of the characters in a novel or short story that you have read.

WRITE a claim (opinion statement) that the character would conceivably make.

LIST two or three supporting ideas and one objection to the claim.

Explaining a Point

READ about “Anecdotes” as a way of supporting a point (*Inquire* page 109).

Then **CREATE** one or two anecdotes to support the following claim: *The Internet has helped me _____*.

SHARE your work with your classmates.

Extension: **WRITE** one or two “examples” or “reasons” to support the claim.

Commercial Illogic

With a partner, **LIST** at least four examples of faulty logic demonstrated in commercials.

REFER TO “Avoiding Faulty Logic” (*Inquire* pages 111–116) as needed.

SHARE your examples with your classmates during a class discussion.