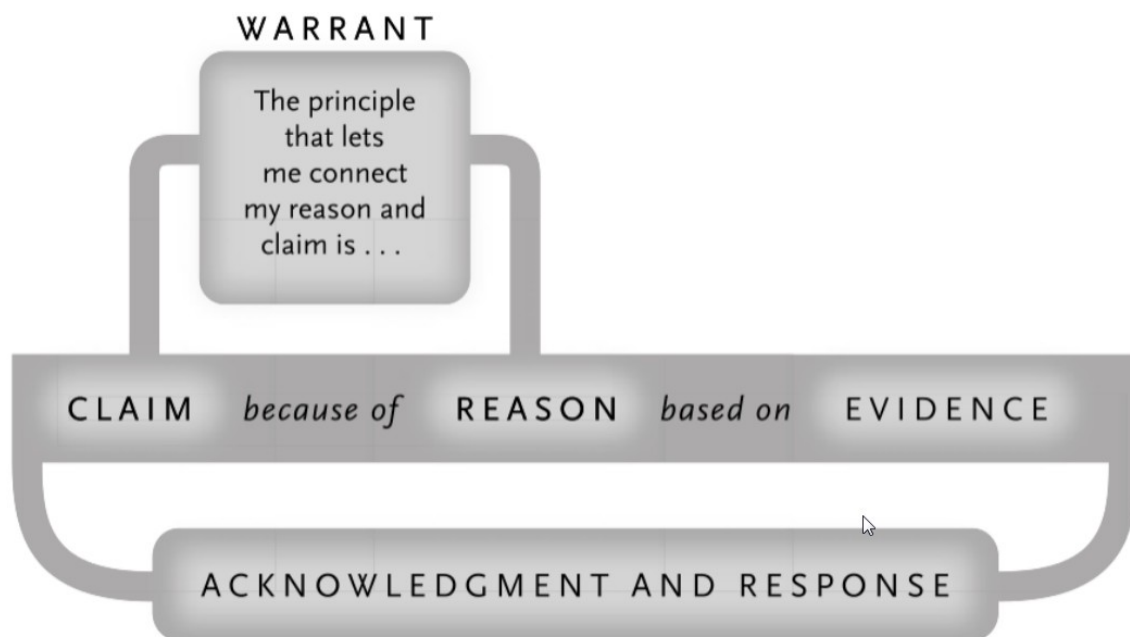


Teaching Argument Lesson Plan:

Paper Airplanes and Marijuana

- Small Group Activity: Define terms [10 min]
 - Form five groups (count 1 to 5)
 - Each group defines one of the terms:
Claim, Acknowledgment, Warrant, Reason, Evidence
- Whole Group: Share definitions [10 minutes]
 - Groups report about their definitions, other groups chime in if have comments
- Lecture on Toulmin's Framework [5 minutes]
 - Display the following graphic¹ on the projector



- Drawing from definitions that the class came up with, clarify any potential issues (reason vs. evidence, warrants)
- Paper Airplanes Activity [20 minutes]
 - Write on board:
“In 2012, the State of Washington legalized marijuana for recreational use by persons over the age of 21.”

¹ Booth, Wayne, et al. *The Craft of Research*. 3Rd ed. Chicago: University of Chicago Press, 2008.

- Instructions for students:
 1. Take out a piece of paper
 2. Write an argument, either **for** or **against** the legalization of marijuana use using the template “CLAIM because of REASON based on EVIDENCE” (see graphic)
 3. Sign the paper
 4. Fold into an airplane (scaffold if needed, or encourage students to help each other)
 5. Launch across the room
 6. Pick up somebody else's airplane
 7. Write counter-argument below theirs, using the same template
 8. Return the paper to the original author
- I Do: Model responding to counter-arguments
 - Original claim:

“Marijuana should be legalized **because** its use introduces few or no health risks **based on** the fact that there have been no reported deaths linked directly to marijuana use.”
 - Counter-argument:

“Marijuana should **not** be legalized **because** it impairs the user's ability to drive **based on** the fact that marijuana makes the person more relaxed, and therefore slower to respond.”
 - Original claim with acknowledgment:

“Marijuana should be legalized **because** its use introduces few or no health risks **based on** the fact that there have been no reported deaths linked directly to marijuana use. Although it is true that marijuana use impairs driving ability, the impairment is short-term, and the user is aware of the impairment, allowing her/him to either not drive or take steps to account for it.”
- Homework:
 - Make your original argument more complex by adding an acknowledgment of the counter-argument provided by the 2nd student

Notes

- Providing some facts that the students can use as evidence might result in better initial claims or counter-claims.
- Giving students templates from Gerald Graff and Cathy Birkenstein's “*They Say/I Say*” (especially Chapter 4: “Yes / No / Okay, But”) might help the students come up with better acknowledgments for homework. This would probably require more scaffolding, however, than to just hand out a sheet of templates.