

Montessori Lesson Plan: Writing and Understanding Counterclaims

School: Clark Montessori High School	Teacher: Kris Rutter
Subject/Topic: English Language Arts	
Grade Level: 9/10	Theme: Growth

Standards: CCSS.ELA-LITERACY.W.9-10.1.A--Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.9-10.1.B-- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.W.9-10.1.C-- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Materials:

- Cards with claims and a series of counterclaims that range in their level of effectiveness; grid; control
- Counterclaim puzzle; control
- Circle Debates: The Counterclaim Game argument cards in easy, medium, and challenging
- Counterclaim handout

Time/Date: 1/29-2-4

Prior Knowledge: Students understand basic argumentative essay format

Concepts/Big Ideas: Considering the other side; speaking up for one's point of view

Lesson Relates to Theme (Note: Every content lesson will not directly relate to the theme): Part of growth involves using your voice and thinking in critical and creative ways.

Connection to Elementary Material or Lesson: The writing builds on basic paragraph writing

Curriculum Components Included: ☐ Project ☐ Mini-Whole Group ☒ Lesson-Small Group ☒ Student engagement during lesson ☒ Shelfwork ☐ Rubric ☐ Self-Assessment ☐ Seminar/Questions ☒ Interdisciplinary ☐ Outside Opportunity

Seven Gateways for Adolescence addressed in this lesson: ☒ Deep Connection ☐ Silence & Solitude ☐ Meaning & Purpose ☐ Joy & Delight ☒ Creative ☐ Transcendence ☐ Initiation

Step-by-Step Procedures

1st Period Lesson -- 20 minutes (Includes steps and materials)

- Whole group: Give directions for the classwork that day. Introduce materials; model the game. Explain deadlines and assignments for the following week.
- Small group lesson: Using the cards with counterclaims and rebuttals, teach a lesson on the reasoning that goes into the counterclaim. Explain what a "straw man" argument is, and ask students to move beyond that into more challenging, deeper arguments. Students will do an interactive card sort with the teacher, ranking counterclaims and rebuttals by their effectiveness.

2nd Period Lesson -- Recognition (Shelfwork)--Counterclaim puzzle: students will arrange the parts of a counterclaim in correct order and then check their work against a control.

2nd Period Lesson -- Recall Practice--Students will

3rd Period Lesson -- Student Application--Students will use these lessons to complete their counterclaim handout the following week; this counterclaim will be embedded in their essay to create a complete argumentative piece of writing.

Plan for Differentiation		
<p><u>Teaching</u></p> <p>In small group teaching can be tailored based on the students involved in the lessons. Intervention specialists in the classroom will offer those students who need the extra support accommodations on their handouts.</p>	<p><u>Work</u></p> <p>Students can work in any order they please with peers of their choice. Arguments in circle debates will be tagged as easy, medium, or challenging in difficulty.</p>	<p><u>Assessment</u></p> <p>The final essay will be tailored in that some students will write three body paragraphs instead of four, and some will have extended time to complete their work.</p>
<p>Outside Support --Who, What, How? Students will be able to attend the writing center to get peer assistance with their work (and I'll be there too on Mondays and Thursdays after school). I also offer a help night. Students will also have YouTube videos posted to Schoology explaining the anatomy of a counterclaim if they should forget what I taught them in class.</p>		
Formal Assessments		
<p>Formal Assessment--The worksheet will be collected and given written feedback.</p>		
<p>Summative Assessment--Completion of an argumentative essay.</p>		

See attached materials below.

Circle Debate: Counterclaim Game Directions

- Sit in a circle with an even number of people. If you already played and have finished the other stations, you may play again to make an even number.
- Count off around the circle as belonging to either Team Claim or Team Counterclaim. You should sit in alternating teams; in other words, you can't sit next to someone on your team.
- If you're on Team Claim, you'll agree with the statement on the card.
- If you're on Team Counterclaim, you'll disagree with the statement on the card.
- Every time you speak, you'll do two things: explain why the last comment was wrong and offer a new idea in support of your team.
 - For example, if the person next to you argues that red is the best color because it is the color of love, you may begin by saying, "**HOWEVER**, if we're ranking the goodness of red based on what is colored red, we should explain that red is also the color of blood and suggestive of violence. Many bad things are red: the hourglass on the bottom of a black widow spider, for example."
 - Then you may begin a new, original argument that has not yet been shared: "**SOME ARGUE THAT** there should not be a favorite color because a diversity of colors serves a purpose in nature. The changing color of the sky warns us about weather. The colors of flowers attract different pollinators. All colors have equal value."
- **HOW TO LOSE: There are two ways to strike out in this game:**
 - YOU MUST SAY **HOWEVER** AND **SOME ARGUE THAT**. If you forget to do that, YOU ARE OUT. (It's like Simon Says.)
 - If you pause for more than five seconds before you begin your turn, you are out.
- **HOW TO WIN:** The team left with the most people at the end wins.
- **BEGIN THE GAME!** Pull a card and read it out loud. Be clear about who belongs to which team. Any member of the circle who wishes may start.
- **YOU SHOULD PLAY THREE ROUNDS WITH ANY DIFFICULTY LEVEL.**

Difficulty: Medium

It is unethical to pay over \$100 for sneakers.

- Claim--Agree with this statement.
- Counterclaim--Disagree with this statement.

Difficulty: Easy

All classrooms should have pets.

- Claim--Agree with this statement.
- Counterclaim--Disagree with this statement.

Difficulty: Challenging

AirPods are a harmful distraction for high school students.

- Claim--Agree with this statement.
- Counterclaim--Disagree with this statement.

Difficulty: Easy

Homeschooling is better than traditional schooling.

- Claim--Agree with this statement.
- Counterclaim--Disagree with this statement.

Difficulty: Medium

Social media sites like Instagram and Snapchat should be banned until students turn sixteen.

- Claim--Agree with this statement.
- Counterclaim--Disagree with this statement.

Difficulty: Challenging

Students should be able to determine what they study in school.

- Claim--Agree with this statement.
- Counterclaim--Disagree with this statement.

Difficulty: Easy

All elementary and high schools should have uniforms.

- Claim--Agree with this statement.
- Counterclaim--Disagree with this statement.

Difficulty: Medium

Violent video games are appropriate entertainment for teenagers.

- Claim--Agree with this statement.
- Counterclaim--Disagree with this statement.

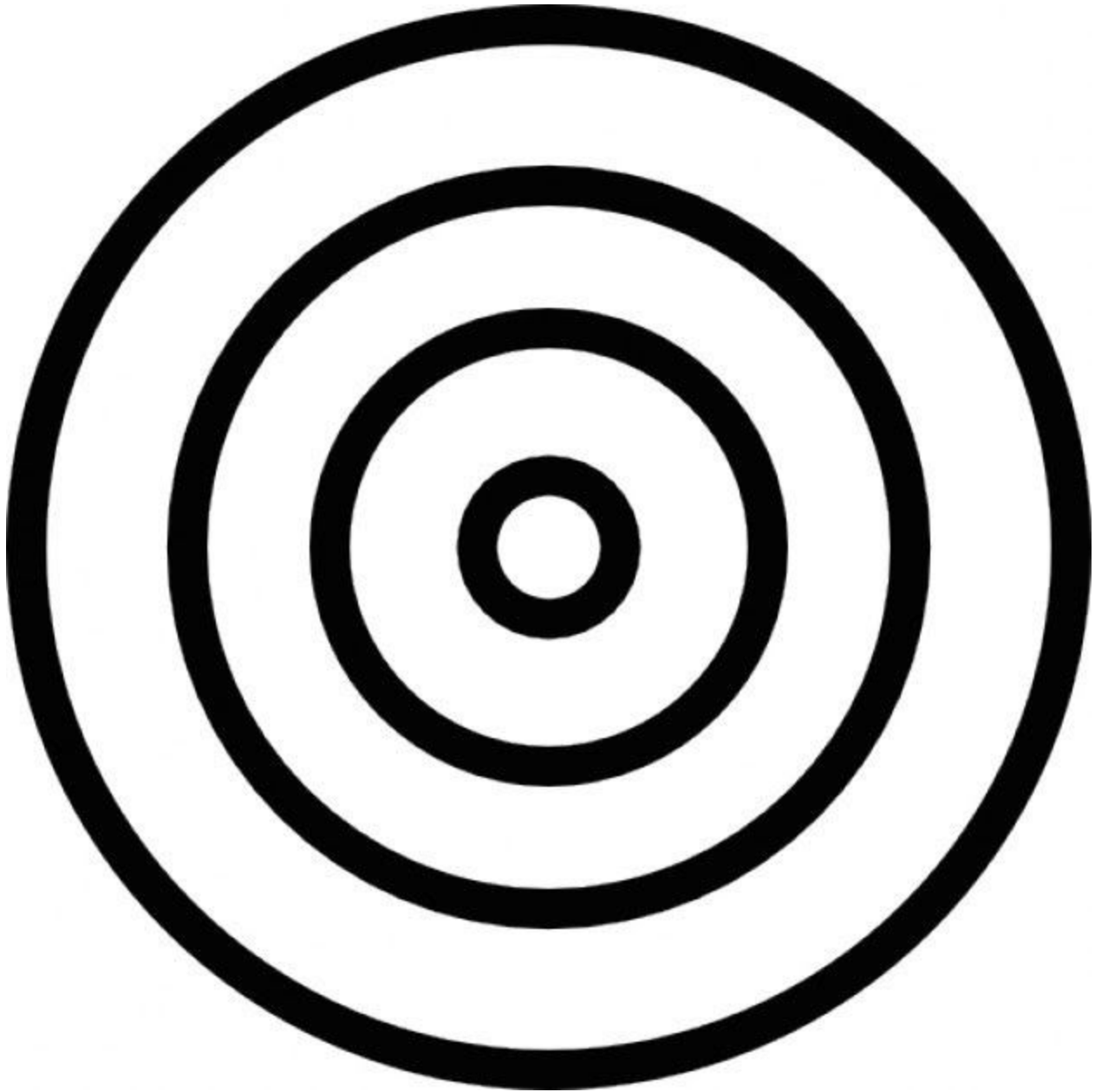
Body Paragraph (Counterclaim)	
Topic sentence (counterclaim)	<i>Start by explaining that the other side has a valid argument against your thesis/claim. Write, "Some say/others disagree/critics claim that...."</i>
Background (if needed/ counterclaim)	<i>If you need to explain your counterclaim further or give some background to help the reader understand your paragraph, do that here.</i>
Introduce the source/ quotation (counterclaim)	<i>Include the <u>A</u>uthor, the <u>B</u>ook (or text), the <u>C</u>ollege/ company/ job description of the author, and the Date of publication. Also use interesting verbs in present tense.</i>
Quote your source (counterclaim)	<i>Do this directly (with exact words and quotation marks) or indirectly (with paraphrasing or summary in your own words). This should be short, about two or three lines.</i>
In-text citation (counterclaim)	<i>If you have a last name and a page number, write them in parentheses. This will go after the closing set of quotation marks and before the period like this.</i>
Explain/analyze (counterclaim)	<i>Explain what the other side thinks. Pretend you agree. Avoid summarizing the quotation or repeating it in any way. Instead, take the reader deeper into new ideas connected to the thesis.</i>
Turn	<i>Turn back to your thesis/claim. Write, "However...," and explain why the counterclaim you just wrote is actually flawed, and your thesis was right all along.</i>
Introduce the source/ quotation	<i>Include the <u>A</u>uthor, the <u>B</u>ook (or text), the <u>C</u>ollege/ company/ job description of the author, and the Date of publication. Also use interesting verbs in present tense.</i>
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Control: Answer Key

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Directions: Students will place the thesis/main claim at the center. Stronger claims and counterclaims will move towards the center. Weaker arguments will move towards the outer circles. Related claims and counterclaims should be placed close together.



<u>Main Claim/Thesis</u> <i>Cincinnati should build a soccer stadium in Over-the Rhine.</i>	<u>Main Claim/Thesis</u> <i>Montessori students should only eat fresh fruits and vegetables in the classroom.</i>	<u>Main Claim/Thesis</u> <i>All high school students should study abroad for a semester.</i>
<u>Claim</u> It would benefit the downtown economy through supporting restaurants and shops.	<u>Claim</u> Obesity is an issue throughout the USA, and encouraging healthy eating in a controlled environment is one way to address this problem.	<u>Claim</u> Learning a foreign language offers many benefits.
<u>Claim</u> It would draw tourism to the city.	<u>Claim</u> School is a place to learn about the body as well as the mind.	<u>Claim</u> Learning how to navigate transportation is important to life skills.
<u>Claim</u> It would help develop a part of the city where the buildings need renovation.	<u>Claim</u> Some students do not have access to fresh foods and vegetables in their homes.	<u>Claim</u> Teenagers are open-minded and would enjoy the experience.
<u>Claim</u> People will be happier because of the entertaining nature of the games.	<u>Claim</u> Young people have not developed the sense to make their own eating choices.	<u>Claim</u> Learning about cultural differences increases respect for diversity.
<u>Claim</u> It will inspire more children to become involved in soccer.	<u>Claim</u> Enforcing good eating habits in youth could improve diet in adulthood.	<u>Claim</u> Solving the problems students encounter while traveling teaches critical thinking skills.

<u>Counterclaim</u> People have been forced to move out of their homes in order to accommodate the stadium.	<u>Counterclaim</u> Students should have the right to make their own choices.	<u>Counterclaim</u> Many students cannot afford costly study-abroad programs.
<u>Counterclaim</u> The noise and light pollution bother nearby residences.	<u>Counterclaim</u> Not all students are able to bring fresh fruits and vegetables to school; should they go hungry?	<u>Counterclaim</u> Forcing an uninterested student with a negative attitude to travel might give other countries a bad opinion of Americans.
<u>Counterclaim</u> The nearby symphony, opera, and ballet claim that the noise from the games interrupts performances, hurting ticket sales.	<u>Counterclaim</u> Fruits and vegetables do not provide the student with the carbohydrates and protein needed to sustain energy throughout the day.	<u>Counterclaim</u> Most people around the world speak English.
<u>Counterclaim</u> It's just stupid and selfish of the city to do this.	<u>Counterclaim</u> Fruits and vegetables are still able to cause allergic reactions among students.	<u>Counterclaim</u> Many people who visit other countries treat the citizens disrespectfully; students may be too immature to represent their country well.
<u>Counterclaim</u> Soccer often causes lifelong head and knee injuries in children.	<u>Counterclaim</u> Fruits and vegetables cannot be stored in the schools for easy access because they go bad more quickly than processed foods.	<u>Counterclaim</u> High school students are too immature to appreciate and experience a foreign culture.