

GALE LESSON PLAN

Argumentative Writing with Gale In Context: Opposing Viewpoints

GRADE LEVEL: 9-12

SUBJECT/CONTENT: English Language Arts, Social Studies, Current Events

LESSON DURATION: 3 days

FOCUS QUESTIONS: How are effective arguments structured? How can I evaluate opposing viewpoints to persuade the opinions of others? How can I write an effective argument?

RESOURCE: *Gale In Context: Opposing Viewpoints*

LEARNING EXPECTATION: Students will be able to evaluate, refute against, and construct effective arguments.

MATERIALS NEEDED: Computers with access to *Gale In Context: Opposing Viewpoints* and copies (print or digital) of accompanying lesson materials.

LESSON OVERVIEW: Students will begin by analyzing an argument to identify the claims, evidence, and reasoning used. Students will then practice constructing their own arguments in a Speed Debating activity. The lesson will end with students using a graphic organizer to arrange their own effective arguments using claims, evidence, reasoning, and rebuttal.

PROCEDURES:

Day 1: Evaluating an Argument

Steps/Activities for the Teacher:

- Provide students with computers and ensure they can sign into *Gale In Context: Opposing Viewpoints*.
- Review how to use the platform, including basic search and browse strategies, topic pages, and the tools available (for training tutorials visit support.gale.com/training/videos). Walk through the **Highlights and Notes** feature so students are prepared to use the tool for their research.
- Review argumentative text structure and Claims–Evidence–Reasoning writing with students to confirm understanding.
- Provide students with a copy of **Identify Claims, Evidence, and Reasoning (CER) Article Activity** (attached to this lesson and available at <https://support.gale.com/doc/incontext-cer>). Distribute digitally or make as many copies as needed.
- Access the document “Schools Should Eliminate Early Start Times” in *Gale In Context: Opposing Viewpoints* and share with students. Document access directions can be found on the **Resource Access** page found at the end of this lesson plan.
- After students have completed the accompanying activity, you can review as a class.

Steps/Activities for the Students:

- Students will access the document “Schools Should Eliminate Early Start Times” in *Gale In Context: Opposing Viewpoints*.
- Students will take time to read and analyze the document.
- Students will then use the **Identify Claims, Evidence, and Reasoning (CER) Article Activity** to evaluate the article and isolate the different parts of the text.

Constructing Arguments with Gale In Context: Opposing Viewpoints

Day 2: Forming an Argument

Steps/Activities for the Teacher:

- Provide students with computers and ensure they can sign into *Gale In Context: Opposing Viewpoints*.
- Provide students with the **Speed Debating** activity graphic organizer. Distribute digitally or make as many copies as needed.
- Be sure to review argument terminology to ensure understanding. This includes **pro, con, claim, evidence, reasoning, and rebuttal**.
- Have the room set up so that students can easily sit in pairs and rotate into new stations with a different partner.
- For each pair station, have a folder or paper identifying their debate topic and how to access the assigned topic in *Gale In Context: Opposing Viewpoints*. Recommended topics include:
 - Artificial Intelligence
 - Big Data
 - Cell Phones in Schools
 - Charter Schools
 - Congressional Term Limits
 - Electoral College
 - Electronic Voting
 - Fast Fashion
 - For-Profit Prisons
 - Homeschooling
 - Music Streaming
 - Nuclear Energy
 - Online Education
 - Ownership of Exotic Animals
 - Social Media
- Determine which member will be arguing “pro” and which be arguing the “con” so they know which side they will be researching.
- Determine a time that students will be in pairs before rotating. For example, 5 minutes could include 2 minutes to quickly research and make notes on their topics using *Gale In Context: Opposing Viewpoints*, 1 minute each to debate, and 30 seconds each to provide a rebuttal. These times can be adjusted based on the needs of your students.
- After each debate, students will rotate to a new subject and partner.

Steps/Activities for the Students:

- Students will access their assigned debate topic using *Gale In Context: Opposing Viewpoints*.
- For each topic, students will quickly research and record evidence supporting their assigned position.
- When research time is concluded, students will take turns debating and providing rebuttals for the designated amount of time.
- Students will record their quick research, as well as their partners argument points, on the **Speed Debating** activity graphic organizer.
- Students will rotate through different partners debating and recording information on different topics.

Constructing Arguments with Gale In Context: Opposing Viewpoints

Day 3: Constructing an Argument

Steps/Activities for the Teacher:

- Provide students with computers and ensure they can sign into *Gale In Context: Opposing Viewpoints*.
- Provide students with the **Constructing Arguments** graphic organizer (attached to this lesson and available at <https://support.gale.com/doc/organize-argue>). Distribute digitally or make as many copies as needed.
- Direct students to find a viewpoint using *Gale In Context: Opposing Viewpoints*. Using resources from the Topic Page of their chosen viewpoint, they will use the graphic organizer to outline an argumentative essay arguing their choice of for or against the issue.

Steps/Activities for the Students:

- Students will choose a viewpoint of their choice using *Gale In Context: Opposing Viewpoints*.
- Students will use the **Constructing Arguments** graphic organizer to outline an argumentative essay arguing their choice of for or against the issue. This includes claim, reasoning, evidence, counterclaim, and rebuttal.

Grading Rubric

Element	0	5	10
C-E-R Writing	Did not complete the activity.	Completed the activity, but missed key information.	Completed the activity and identified all key information.
Speed Debating	Did not participate in the activity.	Participated in the activity, but did not record notes.	Actively participated in the activity and recorded notes.
Constructing and Argument Graphic Organizer	Did not complete a graphic organizer.	Submitted an incomplete graphic organizer or did not follow the format.	Submitted a completed graphic organizer that followed the format.

CLAIM-EVIDENCE-REASONING (CER) WRITING

CER writing is designed to help you organize your opinion, research, and paper structure to effectively get your point across.

Getting into the flow of CER writing can be difficult, so we will first identify the claim, evidence, and reasonings of an article from Gale In Context. Using the graphic organizer below, evaluate your article and isolate the different parts of the text.

Article Title:

Citation:

CLAIM

- A statement that answers a question, or the mainpoint.
- Example: People are happier in wealthy countries.

YOUR ARTICLE'S CLAIM:

EVIDENCE

- Information to support the claim.
- Example: Surveys taken in multiple countries show that people in wealthy countries rate their happiness as higher.

YOUR ARTICLE'S EVIDENCE (MOST LIKELY MORE THAN ONE PIECE OF INFORMATION):

REASONING

- Explains how the evidence supports the claim.
- Example: Since the people surveyed in wealthy countries consistently rated themselves higher in happiness than poorer countries, the wealth of a country is a factor.

YOUR ARTICLE'S REASONING:

SPEED DEBATING

Topic:		
Pro Debater:		Con Debater:
Pro Argument:		Con Argument:

Topic:		
Pro Debater:		Con Debater:
Pro Argument:		Con Argument:

Topic:		
Pro Debater:		Con Debater:
Pro Argument:		Con Argument:

CLAIM – What I think...

REASON 1



EVIDENCE

REASON 2



EVIDENCE

REASON 3



EVIDENCE

COUNTERCLAIM – Others think...

COUNTERCLAIM REBUTTAL – However...

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LESSON MODIFICATIONS

Increased Collaboration:

- Separate students into small groups to complete Speed Debating.
- Assign each group a topic and either pro or con argument.
- Each group will work together to build their argument and debate as a team.

Extended Activity:

- After completing the **Constructing Arguments** graphic organizer, have students write their complete argumentative essay, including citations and bibliography.
- Assign students topics for their argumentative essay, which they will then debate each other on.

GALE RESOURCE ACCESS

The best way to have students access task articles is to have them visit **Gale In Context: Opposing Viewpoints** and perform an **Advanced Search**.

Provide students with the **Gale Document Number**.

They will then select **Gale Document Number** from the Field drop-down menu and enter the document numbers below to access the content for each task.

Articles can also be shared with students via the **Get Link** tool.

Advanced Search

Search Terms

Terms

Search for

And

And

Search

Add a Row

Search Tips

Operators

AND, OR, NOT Proximity Nesting

Special Characters

Quotation

Search Limiters

Full Text Documents

Peer-Reviewed Journals

Document Contains Images

Leveled Documents

Keyword

Document Title

Publication Title

Author

Subject

Entire Document

Person - About

Person-By or About

Place Name

Name Of Work

Company Name

Publisher Name

ISSN

Gale Document Number

Basic Search



Cite



Send To...



Download



Print



Get Link



Highlights And Notes (0)

Evaluating an Argument:

Schools Should Eliminate Early Start Times

LNJKGD903220124

EXPLORE MORE!

Find more classroom resources and support materials at:

support.gale.com