Designing Rich Argumentation Tasks Module
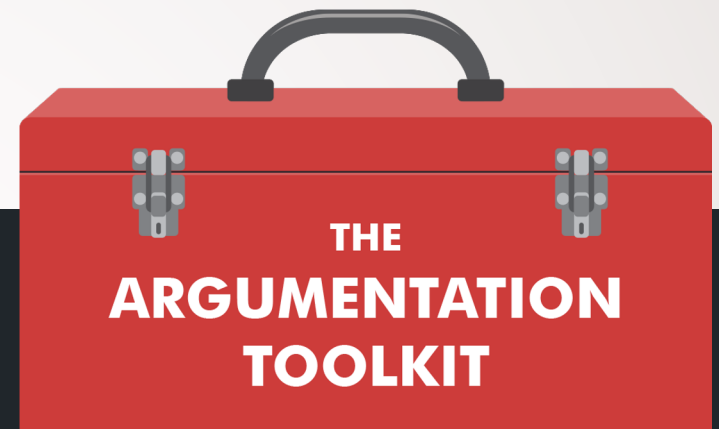
THE
**ARGUMENTATION
TOOLKIT**

Work session – designing a rich argumentation task

Agenda

Work session – designing a rich argumentation task

- Extension – Discussion about *Preparation for work session*

1. Review of resources for design task
1. Activity: Work time
1. Activity: Share out
1. Takeaways from the module

Extension Discussion: *Preparation for work session*

Share how you marked the Argumentation Activities Planning Tool. Make sure to explain *why* you marked it as you did.

Discussion Questions:

1. Was any activity challenging to mark in terms of the argumentation element you would highlight? Why do you think it was challenging?

2. Are there any other activities you have used to support student engagement in argumentation? What are they, and which argumentation element(s) do they target?
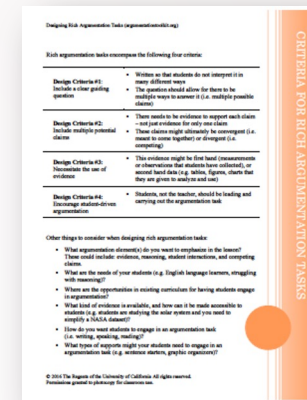
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Designing rich argumentation tasks

Key criteria:

1. Include a clear guiding question
2. Include multiple potential claims
3. Necessitate the use of evidence
4. Encourage student-driven argumentation

Other things to consider:

- What argumentation elements do you want to emphasize in the lesson?

- What are the needs of your students?

- What are the opportunities in existing curriculum for having students engage in argumentation?

- What kind of evidence is available, and how can you make it accessible to students?

- How do you want students to engage in an argumentation task?

- What types of supports might your students need?

1. Review of resources for design task

Keep these design criteria in mind as you revise a lesson to include an argumentation task
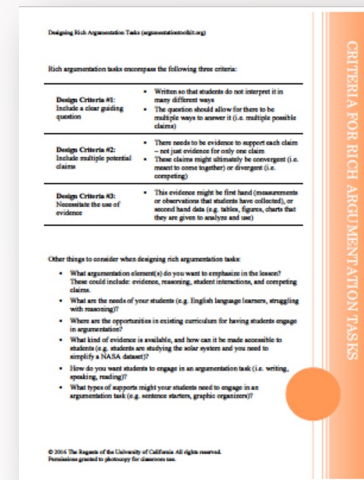
Feel free to also use these handouts as resources while you work to redesign a lesson

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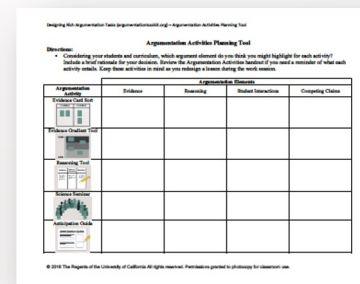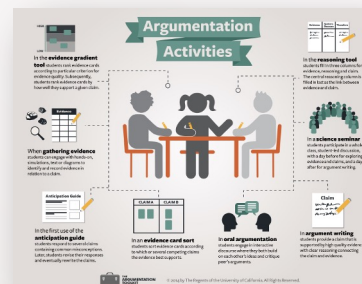
2. Activity: Work time

The Task:

- Design a new lesson or revise an existing lesson to integrate a rich argumentation task into your science instruction.

- You may choose to do this task individually, in pairs, or in small groups.

3. Activity: Share out

Share your lesson redesign, focusing on the argumentation task that you integrated into the lesson. Make sure to explain what you changed, as well as *why* you felt these changes were necessary.

Discussion Questions:

1. Did anyone hear an argumentation task they liked and would like to keep in mind for their own instruction?

2. What did you find challenging about designing or revising a lesson to include a rich argumentation task?

4. Takeaways from the module

Rich argumentation tasks: 1) include a clear guiding question, 2) include multiple potential claims, 3) necessitate the use of evidence, and 4) encourage student-driven argumentation

Existing curricula can be revised to better integrate rich argumentation tasks
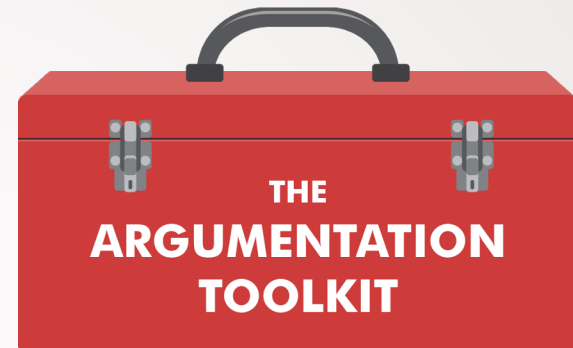
It is important to build a repertoire of instructional activities (e.g. evidence gradient tools, anticipation guide) for supporting students across different argumentation elements

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