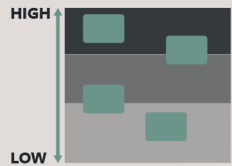


Argumentation Activities



In the **evidence gradient tool** students rank evidence cards according to particular criterion for evidence quality. Subsequently, students rank evidence cards by how well they support a given claim.



When **gathering evidence** students can engage with hands-on, simulations, text or diagrams to identify and record evidence in relation to a claim.

Evidence	Matters Because	Therefore
<i>W-14-1</i>	<i>W-14-1</i>	<i>W-14-1</i>
<i>W-14-2</i>	<i>W-14-2</i>	<i>W-14-2</i>
<i>W-14-3</i>	<i>W-14-3</i>	<i>W-14-3</i>

In the **reasoning tool** students fill in three columns for evidence, reasoning and claim. The central reasoning column is filled in last as the link between evidence and claim.



In a **science seminar** students participate in a whole class, student-led discussion, with a day before for exploring evidence and claims, and a day after for argument writing.

Anticipation Guide	
☐	☐
☐	☐
☐	☐
☐	☐

In the first use of the **anticipation guide** students respond to several claims containing common misconceptions. Later, students revise their responses and eventually rewrite the claims.

CLAIM A	CLAIM B
☐	☐
☐	☐
☐	☐

In an **evidence card sort** students sort evidence cards according to which or several competing claims the evidence best supports.



In **oral argumentation** students engage in interactive discourse where they both build on each other's ideas and critique peer's arguments.

Claim
<i>W-14-1</i>
<i>W-14-2</i>
<i>W-14-3</i>

In **argument writing** students provide a claim that is supported by high quality evidence with clear reasoning connecting the claim and evidence.

