Title of lesson: Utilizing Four Corners to Amplify Claims, Refutations and Accommodations

Suggested grade/age: College Composition

Approximate time needed to complete lesson: 80 minutes

Learning objective(s) and significance of lesson:
Students will better understand the formulation of an argument by participating in a debate that will amplify visual learning.

Students will be able to name and explain examples of claims, refutations and accommodations

Brief summary/outline of lesson:
Students vote on a debatable issue that is relevant to their lives on campus. Students begin class with a freewrit on their opinion of the topic (i.e. Smoking should be banned on campus). Students then blindly select their roles for the debate: agree, disagree, moderators, claim sign holders, refutation sign holders, accommodation sign holders. Students plan their arguments, and while the debate occurs, sign holders hold up signs when examples of that particular concept occurs in the debate. After the debate, we hear from the moderators and then reflect on the experience. Students verbally share their experience as a class, and then students reflect on their experience and their views on the topic.

Eventually, students will write an OpEd piece about the topic for possible publication in the school newspaper.

Related Resources:
n/a

Possible extensions or adaptations for different purposes/student needs:
Students could have additional signs for logical fallacies, for writing craft, etc. This lesson is easily adaptable for the secondary level.

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