

**The Big Ideas Wall** ...boldface are repeated ideas.

Teach critical thinking & real-world examples.

Critical citizenship **involves flawed/biased texts**.

Consider **multiple perspectives, both sides**.

**Visual arguments** can help students practice that skill in new ways.

Gather **relevant texts**—biased as well, to spin counter argument. Students need **model texts** of good arguments.

**Curriculum planning** *fre*es the teacher to not teach certain topics.

**Provide structured opportunities for argument so students can practice and improve....across claims.**

Surfing the internet is **not a good use of students' time**.

Develop a strategic curriculum. For students to become highly skilled in argument, they will need opportunities for **repeated practice**.

Transfer of learning..."Complex layering of curriculum as the skill of argumentation is revisited in many contexts."

**Teach argumentation intentionally** to develop their reading and critical thinking skills across the curriculum.

Developing the ability to argue helps students become better (extraordinary) thinkers.

Plan **vertically** up the grade levels and **laterally** across the disciplines. Students will benefit from this kind of collaborative strategic curriculum planning.

Content must be open to legitimate dispute.

Plan "up" and "out" for consistent growth. Planning out now (1<sup>st</sup> quarter) and what to do later (3<sup>rd</sup> quarter).

Start by working on **student talk**. Raise the level of their talk.

My favorite NO—students have to argue (explain) why another student's work is **not** valid.

Do use the Biased and how to evaluate—guided setting. **Provide Biased News**.

Begin **Flash Debating** sessions (one-one) when a historical issue of debate comes up in class.

Plan **up** the grade levels and **across** disciplines.

Reading...thinking...critiquing...**writing**.

Argumentation begins with basic debate among students on a variety of course topics.

Provide topics where argument is possible and appropriate...scaffold...engage.

Advance students from opinion and preferences to evidence-based reasoning.

Start with **student talk** before writing ideas down.

Provide levels of **nuance** and **degrees of objectivity** or bias.

Provide opportunities to engage in deliberative explanation of ideas, evidence and argumentation.

Skills of planning efficiently and **assessing the strength of their arguments on the run** will also stand students in good stead when they take high stake assessments like ACT, SAT, AP.

These skills **develop slowly** over time.

If the answer is "not until next year," then students will always remain apprentices.

Writing checklists help students self-assess and set goals.

**Writing checklists** are for the writer but can be more explicit than a rubric—a rubric should/could address global concerns, not just 'is it in here'?

No age barrier; only knowledge barrier.

Citing other forms—APA, MLA, Chicago—can be confusing but could help students prepare for college.

We used to avoid **biased bests**, but teaching students to be critical readers means that you want them to encounter **flawed texts** in school just as they will outside of school.