ELA Virtual Learning

English II

May 5, 2020

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Lesson: May 5, 2020

Objective/Learning Target:

- I can analyze a speaker's argument, evaluating their claims, reasoning, and evidence.

- I can pose and respond to questions that clarify and challenge a speaker's argument as well as connect that argument to broader ideas.

In the previous lesson we discussed analyzing arguments and generating questions to broaden ideas in a speech or presentation.

Think of your last debate/argument and answer the questions below.

- **Was the argument/debate resolved sensibly if at all?**

- **Imagine the debate wasn't resolved. Using the information used in the previous lesson, what would you have said differently?**

Congratulations! If you completed the bell work, you've helped demonstrate the importance of **analyzing a speaker's argument** by listening closely. Below are some helpful definitions needed for delineating an argument.

- A **claim** is a statement that takes a stance on one side of an issue. For example, *school should begin later in the morning*.

- **Reasoning** is a series specific statements that explain a speaker's stance on a claim. For instance, *school should begin later because students will be more alert and engaged*.

- **Evidence** is the concrete details, such as statistics, case studies, personal experience, and facts, that support a reason and claim. For example, *districts who have started school later have noticed a 9% increase in academic achievement*.

Breaking down an argument isn't the only way to better understand what the speaker is saying. Another necessary step is to **generate questions** that **clarify** or **challenge** aspects of an argument. But what are the right questions to ask?

Good questions that allow for deep, critical-thinking are **open-ended**, meaning they can't be answered with a simple *yes* or *no*. These types of questions require more elaboration.

BAD EXAMPLES
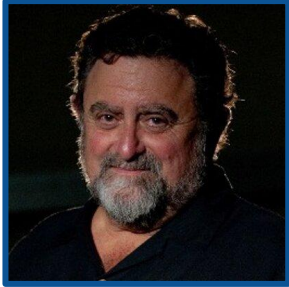
Do you know anything about Common Core standards?

Has the education system benefited you?

GOOD EXAMPLES

What do you know about Common Core standards?

How has the education system benefited you?

James Fallon

Neuroscientist and professor of psychiatry at University of California, Irvine.

Now that we have reviewed the components of an argument as well as how to generate questions, let's practice delineating a speaker's argument.

Use the information from slides 4 & 5 to analyze the claim, reasoning, and evidence found in James Fallon's speech "Exploring the Mind of a Killer".

As you watch Fallon's speech (located to the left), answer the prompt below.

- **What is Fallon claiming about the cause of psychopathy?**
- **What reasoning & evidence is provided to support this claim?**
- **How effective was Fallon's argument? Explain.**
- **What open-ended questions would broaden this topic? List at least two.**

- **Check your answer to make sure your response meets the following criteria:**

  → **Did you write in complete sentences and answer the questions?**

  → **Did you use standard conventions (spelling, punctuation, grammar)?**

  → **Did you identify a claim, evidence, and reasoning in the speech and evaluate their effectiveness?**

  → **Did you provide an in-text citation for your evidence?**

  → **Did you generate questions that broaden the ideas in the speech?**

James Fallon

Neuroscientist and professor of psychiatry at University of California, Irvine.

What is Fallon claiming about the cause of psychopathy? What reasoning & evidence is provided to support this claim? How effective was Fallon's argument? What open-ended questions would broaden this topic?

In his TED Talk "Exploring the Mind of a Killer", James Fallon suggests the cause of psychopathic behavior is a combination of genetic makeup with damage to orbital cortex in childhood. Fallon explains "to express this gene you have to be involved in something traumatic in 3-D" (Fallon, 3:15). Fallon's argument is effective because he provides elaborate explanations for his evidence. Some questions that could broaden ideas discussed in this speech are "How might knowing if you have this violence gene be helpful to somebody?" and "why does the timing of the damage to the orbital cortex matter so much?"

Delineating an Argument
- **Analyzing an Argument**
- **Claims, Reasons, and Evidence**

Want more practice **delineating arguments** and **broadening ideas** in speeches? Below are questions generated as examples for James Fallon's TED Talk. Broaden the topic of psychopathy by answering the questions below. To ensure critical-thinking and elaboration, each response should be at least three sentences.

- **How might knowing if you have this violence gene be helpful to somebody?**

- **Why does the timing of the damage to the orbital cortex matter so much?**

- **How might a lack of empathy lead to psychopathic behavior?**

Today's learning targets are listed below:

1. **I can analyze a speaker's argument, evaluating their claims, reasoning, and evidence.**

2. **I can pose and respond to questions that clarify and challenge a speaker's argument as well as connect that argument to broader ideas.**

On a scale of 1-5, how confident do you feel with each of today's learning targets? What did you struggle on? What did you understand the best?

1 = I still need to work on it
5 = I know I've mastered it!