

Name _____

Pd. _____



An Argument about Atlantic salmon: A Think-Pair-Share Activity

Part 1: Think About It

1. Make a claim about whether or not Atlantic salmon should be considered endangered.

2. Flip over the first three evidence cards provided. Sort the cards into 2 piles: appropriate to support your claim or not appropriate to support your claim.

3. Was there any evidence that you felt was appropriate to support your claim? (yes or no) _____

4. Is there sufficient evidence to support your claim? (yes or no) _____

5. Provide reasoning for your claim. In other words, explain how the evidence links to your claim. _____

6. Flip over the next three evidence cards. Consider this new evidence. Revise your claim about Atlantic salmon. _____

7. Sort the new cards into the “appropriate” and “not appropriate” piles you formed earlier.

8. At this point, is there appropriate evidence to support your claim? (yes or no) _____

9. Is there sufficient evidence to support your claim? (yes or no) _____

10. Provide reasoning to link this evidence to your claim. _____

11. Is there any other evidence you would like to have that would help support your claim? _____

Part 2: Share with a Partner

Pair up with a classmate. Decide who will be Partner #1 and who will be Partner #2.

- a. Partner #1: Present your argument. State your claim, back it with evidence and explain your reasoning.
- b. Partner #2: Listen silently until Partner #1. If you want, jot down some notes about what Partner #1 stated as his/her claim, evidence and reasoning. At this point, do not discuss his/her argument.
- c. Reverse roles. Partner #2: present your argument. Partner #1: listen and take notes.
- d. Once both partners have presented, answer the questions below individually.

1. What claim did your partner make? _____

2. Find a flaw with your partner's argument. In other words, what is a weakness in his/her argument?

Explain. _____

Part 3: Present your Critique

- 1. Taking turns, present how you felt your partner's argument was weak. Make sure to be specific about the flaw you saw in his/her argument and why it is a flaw.
- 2. Together, think about both your argument and your partner's. Think about the flaws that were presented in both arguments. With all of that in mind, consider which of the two arguments you feel is a stronger. With your partner, agree upon which argument is stronger. Below explain what about that argument makes it stronger **and** what about the other argument makes it weaker.

Part 4: Final Evidence

With your partner, turn over the final two evidence cards. Consider this new evidence. Together, using this new evidence, revise the argument you felt was strongest in Part 3.

1. State your **final** claim about Atlantic salmon. _____

2. List the numbers of the evidence cards you feel are appropriate to this claim. _____
3. At this point, is there sufficient evidence to support your claim? (yes or no) _____
4. Provide reasoning to link the evidence to your final claim. _____

5. Be prepared to share your final argument with the class.