



Teaching Argumentation: Activities and Games for the Classroom

By Katie Rogers, Julia A. Simms, Foreword by Robert Marzano

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Ensure students develop the argumentation and critical-thinking skills they need for academic and lifetime success. Discover 10 fun, engaging activities and games for teaching argumentation that align with the CCSS. Incorporate these tools into your instruction to help students develop their ability to present and support claims, distinguish fact and opinion, identify errors in reasoning, and debate constructively.

Benefits

- Obtain games and activities to support instruction and teach argumentation skills.
- Help students develop the critical-thinking skills necessary to lead informed lives.
- Facilitate classroom discussions about various topics-including difficult ones-to prepare students for democratic life.
- Provide students with the tools to build effective arguments and relay complex information.
- Access reproducibles including question cards, memory cards, evidence organizers, answer keys, and more.

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Editorial Review

Review

Teaching Argumentation crisply and clearly explains why it is so important for students to develop and practice argumentation skills and provides a first-rate framework for understanding the nature of these skills. At its core is a wealth of practical and relevant research-based strategies that will be immediately useful for teachers. Read this book if you seek to improve your ability to teach the fundamental democratic skills of argumentation in ways that will be highly engaging and interesting for your students." --Diana Hess, Senior Vice President, Spencer Foundation, and Professor of Curriculum and Instruction, University of Wisconsin Madison

About the Author

Katie Rogers is the production editor for Marzano Research Laboratory in Denver, Colorado, where she writes and edits books, research reports, and website materials. She has experience teaching at the middle school level and mentoring students at the college level. Her strong interest in social theory and education research has inspired her to write in a variety of fields, from academic to journalistic to creative. She holds a bachelor of arts degree in sociology from Colorado College, with a minor in English literature.

Julia A. Simms, EdM, MA, is director of publications for Marzano Research Laboratory in Denver, Colorado. She has worked in K 12 education as a classroom teacher, gifted education specialist, teacher leader, and coach, and her books include *Coaching Classroom Instruction*, *Using Common Core Standards to Enhance Classroom Instruction and Assessment*, *Vocabulary for the Common Core*, *Questioning Sequences in the Classroom*, and *A Handbook for High Reliability Schools*. She has led school- and district-level professional development on a variety of topics, including literacy instruction and intervention, classroom and schoolwide differentiation, and instructional technology. She received her bachelor s degree from Wheaton College in Wheaton, Illinois, and her master s degrees in educational administration and K 12 literacy from Colorado State University and the University of Northern Colorado, respectively.

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