



# ARTS + ACADEMIC EXTENSIONS

GRADES 1-2: LITERACY/THEATER

## Arguably the BEST Show Ever: How to Make Your Point

**DESCRIPTION:** In this episode, students explore the components of a strong argument. They learn how to use evidence and reasoning to back up their positions and use theater exercises to remember the building blocks of a convincing argument.

**CONNECTED OBJECTIVE:** Students will use theater warm up and exercises to explore the components of a well reasoned and supported argument.

**MATERIALS NEEDED DURING EPISODE:** None.



### Standards:

**CSS.ELA-LITERACY.CCRA.W.1** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.



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**TH:Pr6.1.1a.** With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

## ARTS EXTENSIONS:

- **Where do you stand?** Teachers can do the warm up activity in the beginning of the episode with their students. The activity is called Where do you stand? Here's how it goes. Teacher will pick statements out of a hat and read them out loud. If students agree with the statement, they can move to the right and do this motion (smile wide and do jazz hands) . If students disagree with the statement, they can move to the right (shake head no and move arms). And if they're not sure or kinda in the middle, then they move to the middle (move like a crab). Then students will take turns explaining why they're standing where they're standing. Teachers can use the same statements and motions from the episode or come up with their own.
- **Argument dance party!** Have students choose a dance move for each of the 4 parts of an argument (Claim, Evidence, Explanation, and So What). Put on some music and say the word and students must do the correlating dance move. Example, if the teacher says "Claim" students must do the dance move they came up with for claim and so on.
- **THE GREAT DEBATE!** Teachers can play The Great Debate game show with their students like in the episode. Teachers will read a statement, and students will say if they agree or disagree. (they can use the agree and disagree movements from earlier) Students must try to make a good argument for their position. If the argument is strong, the teacher will give a point. But if the argument is weak, then the teacher will NOT give a point. Remind students that a good, strong argument contains a claim, evidence, explanation, and a "so what?".
- **Draw an argument cake!** Teacher will show students how to draw a simple, 4-layer cake. Students will label each layer of the cake, the 4 different parts of an argument (claim, evidence, explanation, so what). Students will then use their creativity to decorate their drawing.

## ACADEMIC EXTENSIONS:

- **I love Birds (or any creature for that matter)**
  - Work with students to compose a letter about an animal that they like the best. You might want to poll your kids ahead of time so that whichever animal you chose for this activity has the most buy-in. For this activity, you can share a nonfiction book about the animal and work with students to write their own letters to their parents about why that animal is the best. They should use



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information/facts from the story to support their thoughts. Alternatively, students could choose their own individual animals for their letters.

- Texts can be found here: [uniteforliteracy.org](http://uniteforliteracy.org).

- **Opinions, Opinions, Opinions!**

- For this lesson, the teacher will work with students to collaboratively write an opinion based on information from a nonfiction story. Find your own text OR use a read aloud about Jackie Robinson found [HERE](#).\*\* It will need to be excerpted as it is very long. During the introduction of this activity, share with students a word bank of terms that they can use to express their feelings about a subject. Words like “I believe,” “I feel,” “I think”, “I don’t like,” “in my opinion,” and “I like.”
- Model for students how each phrase is used to show your opinion. Then, from here, let students know that they will be writing about. In Google Slides or Microsoft Powerpoint,, create a table that has two parts -- one side of the table is titled “Facts I learned,” and the other side of the table should be titled “Opinions.” Let students know that, in the “Facts I learned” section, you will be writing evidence and, in the adjacent column, they will be sharing their opinions of those facts.
- As you share the story, you can pause intermittently and jot down facts for students and solicit their opinions on those facts. Ultimately, when you are done reading and you have at least three facts in your table along with corresponding opinions, you are ready to write your letter. With student help, collaborative write a brief statement that uses evidence from the story that you all collected to share their opinion about the text.
- Some questions to ask students along the way are:
  - How do you think Jackie Robinson felt when he was told he couldn’t play baseball?
  - How do you know?
  - How was this person treated?
  - And how did that treatment make them feel?

\*\*The story selected for this is age-appropriate; however, it deals with segregation. You are welcome to swap out the story to another biography if you think it would be more digestible for your group of students.