

CLAIM TESTING – GLOBAL CONFLICT

Purpose

In this activity, you'll use your knowledge of claim testing to write supporting statements for claims. Claim testing is a skill that will not only help you decide what to believe, but can help you develop the capacity to convince others of particular arguments. By working on backing claims with supports, you'll become more skilled at writing argumentative essays and using evidence to support your assertions.

Process

In this claim-testing activity, you are given four claims about global conflict. You are asked to work with these claims in three different ways:

1. Find supporting statements for those claims.
2. Evaluate the strength of the supporting statements provided for those claims.
3. Provide statements that refute (argue against) the claims.

Get into small table groups. Each group should have a complete set of Claim Cards in the middle of their table. Listen for your teacher's directions for when to start.

Round 1

1. Grab one Claim Card from the center of the table.
2. On the card, write down a statement that supports the claim. You can use prior knowledge or course materials for this.
3. Pass your Claim Card to the person to your right.
4. Write down a statement that supports the claim on the card that you now have. It can't be the same as any of the supports already written on the card.
5. Repeat the process until each group member has written a supporting statement on each card.
6. Put the Claim Cards back in the center of the table.

Round 2

1. Grab one Claim Card from the pile and stand up.
2. Find at least three other students who have the same claim as you and get into a group with them (if there are more than six people in your group, let your teacher know).
3. Look at all the supporting statements that were written for your claim. Decide which supporting statements are strongest (that is, they best support the claim).
4. Write the strongest supporting statements on the whiteboard so everyone can see them.

Round 3

1. With the same group you were in for Round 2, consider any historical exceptions to your claim. What can you offer to **refute** the claim?
2. Add at least one refuting statement, what we often refer to as a counterclaim, on the board so everyone can see it.
3. Write both your strongest supporting statements and the exception to the claim as an exit ticket—be sure to explain your reasoning for choosing your supporting statements and refutations. Your teacher may also have you share your statements and counterclaim with the class.

