

We are often asked to ‘not argue’ with elders, inside the classroom, in specific situations, and when we are supposedly wrong. What does it mean to argue? What is an argument? This unit aims to investigate and answer an important part of these questions - Claims.

Traditionally, we understand claims to be a cornerstone of crafting an argument. Middle schoolers are already in the process of thinking by themselves and developing their own voice. We wish to make them proficient in this crucial art of communication.

Claims I		
Time	Activity	Objective/Directive
10 Minutes	<p>Use this part of the class to get everyone to settle down. By now, I assume that you have some comfort with respect to introductory practices.</p> <p>Use the same to get them to talk about their last SpeakIndia class.</p>	
15 Minutes	<p>i) What is a claim? Ask this to the class at large. Garner answers from students and navigate your way around the same. Get a sense of what their understanding of this particular category is.</p> <p>A statement or an assertion.</p> <p>ii) Where might you come across a claim? When would you claim something?</p> <p>It is entirely possible that people might instinctively connect claims to the idea of debating. Take this time to express the idea that claims are not restricted to debating. We use them in almost all aspects of our lives. However, we outrightly express claims when we have to argue, establish, or convince individuals.</p> <p>iii) Are claims always true?</p> <p>Claims, in and of itself, are</p>	

	value neutral. In order for them to be true or false, it needs to be supported with relevant evidence and proper reasoning.	
15 Minutes	<p>Give them broad ideas to work out a claim -</p> <ul style="list-style-type: none"> <li>i) Education</li> <li>ii) Religion</li> <li>iii) Science</li> <li>iv) Politics</li> <li>v) Sports</li> <li>vi) Technology</li> </ul> <p>Each of them will have to construct a claim. They are free to use any idea that might dawn upon them. They can also use any event, news, thought that they have come to know of/about recently.</p> <p><i>*Let them know that this activity will be carried over. They should hold on to the claims that they have constructed.</i></p>	

Claims I		
Time	Activity	Objective/Directive
10 Minutes	Take this time to settle the class down. Help them route their conversation about the previous classes on claims.	
15 Minutes	<p>This unit shall be dealing with making claims around education.</p> <p>Depending on access (to the internet within the classroom, your ability to print material and distribute it) available within the institution, you can either perform activity a) or activity b).</p> <p><u>Activity (a)</u></p> <p>Reading 1 -</p>	<p>There are two primary and two secondary objectives in this lesson with respect to education.</p> <p><u>Primary Objectives</u></p> <ul style="list-style-type: none"> <li>i) To gauge their respective abilities and notions about education - something that they are currently pursuing, and are going to be investing in.</li> <li>ii) To help them build solid claims across different areas of</li> </ul>

	<p><a href="https://archive.ph/qJh2Y">https://archive.ph/qJh2Y</a> (When Your Technical Skills are Eclipsed, Your Humanity Will Matter More Than Ever)</p> <p>Reading 2 - <a href="https://archive.ph/CXhFo">https://archive.ph/CXhFo</a> (What Teachers Told Me About AI in School)</p> <p>Both these texts are short, snappy op-eds from New York Times that talk about AI and education.</p> <p>Divide the class into two groups. Assign one reading to each section of the class.</p> <p>Or, Activity (b) -</p> <p>Divide students into two groups.</p> <p>Group A will have to list out the things that are beneficial in their current educational setup.</p> <p>Group B will have to list out things that are not beneficial in their current educational setup.</p> <p>Each group will have to come up with 5 such points. Each point must be properly cascaded with a justification.</p>	<p>specialisation.</p> <p><u>Secondary Objectives</u></p> <p>i) To help them construct a critical position with respect to education.</p> <p>ii) To help them start ideating from scratch about things that they might not have enough literature available on.</p>
15 Minutes	<p>Activity (a)</p> <p>Both groups will summarise the texts and identify -</p> <p>i) 1 Major Claim ii) 1 Minor Claim</p> <p>Do not help them out with what a Major Claim/Minor Claim looks like.</p> <p>They will also have to justify</p>	

	<p>why 1 claim is Major, and another is Minor.</p> <p>Once both groups are ready with their subjective descriptions, they will present their findings in front of the other group.</p> <p>Both groups will have to figure out if the claims being made in both op-ed are similar/overlapping/different.</p> <p>Irrespective of their answer, they will have to justify why that is the case.</p> <p>Or,</p> <p>Activity (b)</p> <p>Once students are done with their tasks, each group will put up one thing that you can duly write on the board. The other group will have to discuss and come to a conclusion about whether or not this is a valid benefit/disadvantage.</p> <p>Once this process is covered with all the 10 different pointers, the class will have to craft a collective claim that encompasses all these issues together.</p>	
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