**Mini-Lesson on Considering Counter Arguments**

Purpose: In order to create a deep and meaningful arguments, students must consider and respond to potential counter-arguments. By practicing this skill throughout the year, and increasing the difficulty of the task over time, students will be prepared to consider potential counters to their research paper arguments and respond to them in their paper, heightening the depth of their overall argument.

Timing: This lesson is designed as an introduction to be taught during the initial historiography unit, however, there are alterations to increase complexity or make it topic specific below

Procedure:

1. Each student will find a partner (groups of three are acceptable)
2. Each pair/team will receive a unique question
   1. Examples include: Greatest movie ever; best tv show; greatest food dish
3. Each pair will create an argument supported by at least three sub-arguments
4. After 5 min, pairs will trade with another pair
5. Pairs will now respond to the argument and sub-arguments of the new question
6. After 5 min, papers will return to original pair, who will have the opportunity to respond to the counter arguments
7. Conclude by discussing what makes a strong argument, how do you create counter arguments, what was easy or difficult about the assignment

Alterations:

1. Instead of creating their own initial arguments, students must identify a historian’s arguments, create counter-arguments, then swap and defend the historian from the counter-arguments
2. Require students to use evidence to support each sub-argument or when countering sub-arguments
3. Increase the necessary number of sub-arguments
4. Have students work independently