Argumentation Lesson plan

Lesson details	**Unit**- 3 What should I eat **Topic**- Raw food diet debate Lens used- Scientific Argumentation and its components **Grade 8** Lesson duration 80 min
Lesson Objectives	● Students to understand the structure of Argumentation. C-E-R ● To differentiate between evidence and reasoning apply this for evidence based reasoning for a claim to investigate and reason Raw food improves the process of digestion and allows better absorption and assimilation of nutrients.
Details of the Lesson	Students to sit in two groups- semi circles facing each other. Teacher projects the video- My dad is an Alien https://www.youtube.com/watch?v=sVRAtQ7XjkM Competing claims - One each to a group Her Dad is a space alien Her Dad is NOT a space Alien Students to understand what is a claim What is evidence- the scientific data supporting the claim Reasoning- Justification to explain how the evidence supports the claim. Teacher shares the Reasoning tool with students and each group discusses and use the tool to write how the evidence collected in the group supports the claim. Both groups present their reasoning tool for peer assessment and reinforcement of Claim- Evidence and Reasoning. Cards with claims, evidence and reasoning for some scientific claims randomly given to students who move around and put together the set for each- the claim, evidence and reasoning. (4 sets for a class of 12 students)

	The sets are displayed and a museum walk to look at all the sets- 4 claims with their evidence and reasoning.
	The activity on Argumentation sets the stage to build an investigation on ' Raw food diet'. Do raw fruits, vegetables and sprouted grains contain active enzymes? Students are familiar with the Scientific method and discuss the different raw foods they can use, which can have enzymes. Guiding questions can lead them to decide which protein, carbohydrate or fat containing food they can use to show the digestion process with the enzymes. Claim - A raw food diet improves the process of digestion in our body. Students to design and execute an experiment to investigate this claim with the chosen raw food . The experiment to be done in pairs in the next lesson. Now each pair to research and come up with their research question to investigate their claim.
Lesson Summary	All students to create their reasoning tool and enter the claim or RQ in it. The data collected from the experiment scheduled in the next lesson will be one piece of evidence. Now all to research and write one evidence to support their claim and reasoning to connect their evidence to the claim.. Groups to exchange their completed reasoning tools with their neighbours and get feedback as WWW and EBI WWW- What went well EBI- Even better if
Next Lesson prep	Read up on your chosen raw food and which enzyme it may contain. A little information on how the enzyme works will help in justifying the claim with a correct scientific idea.