**The Argument Exchange**

**FORMAT**

The debatable question for this Argument Exchange is:

 **John Brown’s moral purpose and moral character mitigate his crimes.**

Procedure and Format

1. Students should be divided into teams of four. Each team should be assigned a

position. Teams should be matched against another team taking the opposite position.

2. Each team should prepare two arguments to support their position. Each

argument should contain the two best pieces of evidence the team can find to support it, using reasoning to accent the important words of phrase, connect the evidence to the claim and position, and emphasize the evidence’s importance.

3. An additional argumentative standard for this Argument Exchange is that each team has to use in its argumentation or counter-argumentation the following ideas from the text:

* John Brown’s relationship to the Abolitionist movement
* The specific actions that took place in both Pottawatomie Creek, Kansas, and Harper’s Ferry, Virginia

4. Teams should exchange their argument builders with their opponents, and

should then build counter-arguments against their opponents’ two arguments.

5. Teams should submit their argument builders and counter-argument builders

for feedback and review. They should then revise their arguments and counter-arguments.

6. For the Argument Exchange, each team member should be deliver either one

of the two arguments, or counter-argue against one of the two opponents’ arguments. Each team should also name who will be its one or two students to offer final Argument Evaluation.

7. The Argument Exchanges should be conducted according to the format below.

If students aren’t participating in the Argument Exchange, they should adjudicate and assess another Argument Exchange.

8. Students can be assigned an argument essay based either on the debatable issue

– giving all students the option of which position to take, but requiring that they incorporate and improve on arguments and counter-arguments made in the Argument Exchange – or justifying the decision they came to in the Argument Exchange they adjudicated.

9. Everyone – students debating, adjudicating, or observing, everyone – should be

flowing (formally tracking) the Argument Exchange. Flow sheets can be collected from everyone as exit tickets.

10. Argument Exchange winners can receive bonus points on their assessment.

 **Format**

 **Affirmative Argument 1 3 Minutes**

 **Negative Argument 1 3 Minutes**

 **Affirmative Argument 2 3 Minutes**

 **Negative Argument 2 3 Minutes**

 **Affirmative Argument Evaluation 3 Minutes**

 **Negative Argument Evaluation 3 Minutes**

Each round of the Argument Exchange should carry through argument, counter-argument, and refutation of the counter-argument.

Timing should be kept fairly strictly by the moderator/teacher.

The argument evaluation period is conducted “beyond” the flow sheet, and is each side’s opportunity to analyze and weigh the competing and clashing argumentation in the Exchange, offering strategic concessions, but ultimately evaluating evidence and reasoning in such a way that favors their position.