

# Grade 7: Reading Benchmark

## Argument

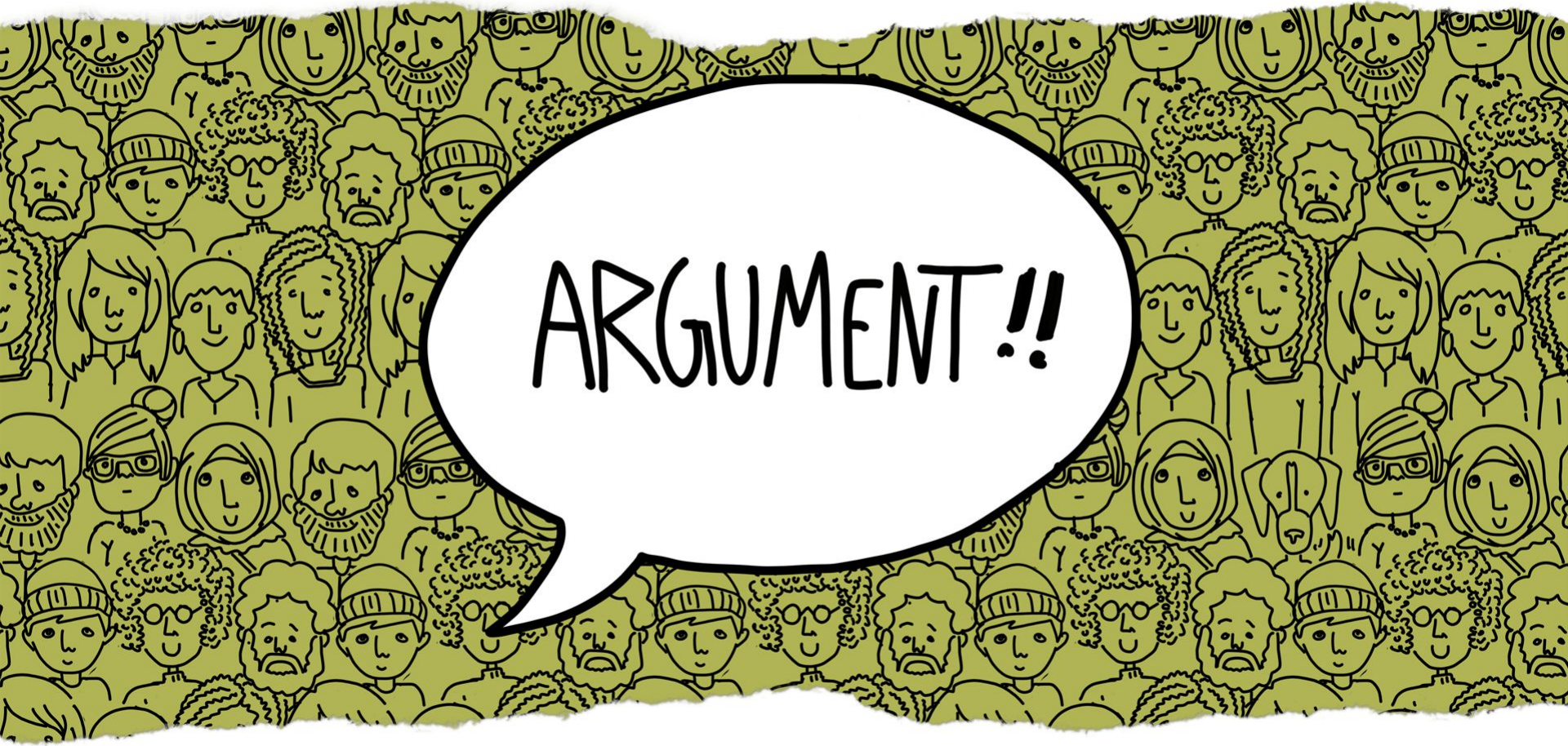
7.R.2.4: Track the development of an argument, analyzing the types of reasoning used and their effectiveness.



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# Benchmark Introduction



# Benchmark:

Track the development of an argument and analyze the types of reasoning used and their effectiveness.



# Definition of Argument

An **argument** is a coherent series of reasons, statements, or facts intended to support or establish a **claim**.

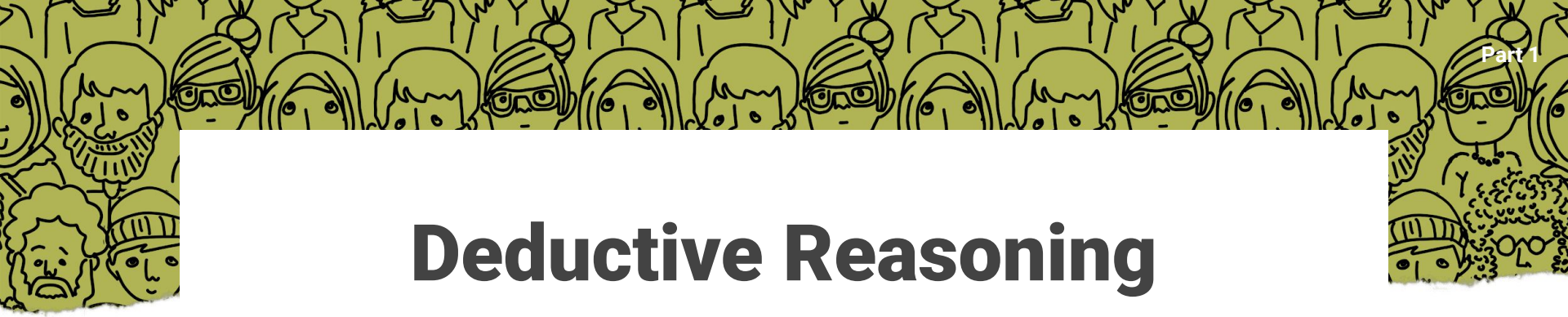


# Types of Reasoning

When someone constructs an argument, they use logical reasoning to support their conclusion or claim.

Two distinct types of logical reasoning are:

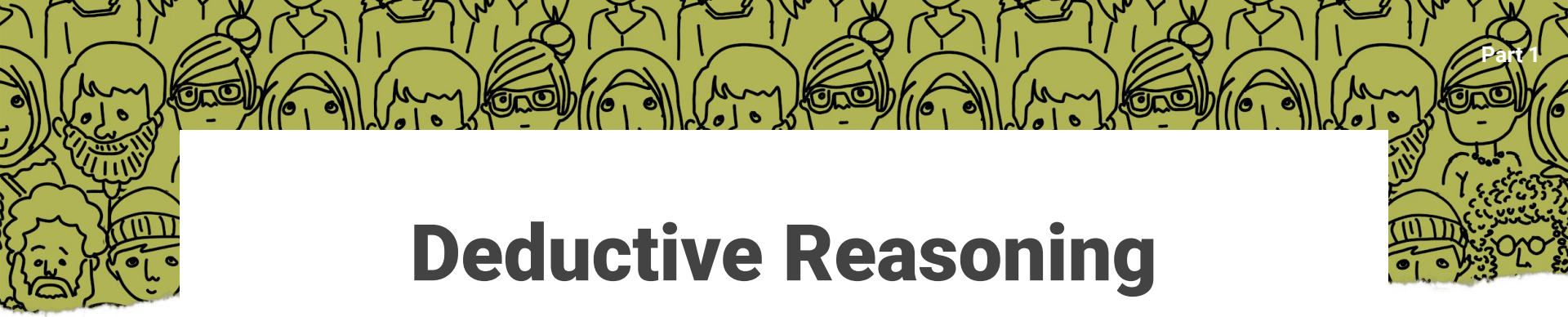
- Deductive reasoning
- Inductive reasoning



# Deductive Reasoning

**Deductive reasoning** begins with a **premise**, which is a generally accepted statement or fact.

The arguer leads from one premise to another until reaching a **conclusion** (claim). This reasoning tends to sound something like “If X is true, then Y is true, and if Y is true, then Z must be true.”



# Deductive Reasoning

Example: All mammals have lungs (premise). A cat is a mammal (premise). Therefore, all cats have lungs (conclusion/claim).



# Inductive Reasoning

**Inductive reasoning** begins with an observation or a set of observations, such as an experiment, a statistic, or a personal experience.

The arguer then draws a conclusion (makes a claim) based on the observation(s).



# Inductive Reasoning

Here are two examples:

Our group of researchers gave 500 children the marshmallow test, and most of the children in the study failed the marshmallow test (observation). We concluded that most children in the world struggle with delayed gratification (conclusion/claim).

For as long as I can remember, my grandmother has mailed me a card every year on my birthday (observation). I bet she'll send me a birthday card again this year (conclusion/claim).



# Definition of Logical Fallacies

**Logical fallacies** are errors found in the reasoning of an argument.

Logical fallacies weaken an argument by using an approach that is irrelevant or flawed, and/or information that is untrue.

# Examples of Logical Fallacies

Two commonly seen logical fallacies are:

- **Hasty generalization**: A hasty generalization is when an arguer draws a conclusion without sufficient observations.
  Example: My mom's parents both wear glasses. I guess all grandparents wear glasses.

- **Bandwagon fallacy**: A bandwagon fallacy is when an arguer draws a conclusion based on how popular something is.
  Example: Practically everyone drives faster than the speed limit in this neighborhood. The city should raise the legal speed limit.

# Example of identifying types of reasoning

"Chairman Mao told us we would never succeed at building a strong socialist country until we destroyed the 'Four Olds' and established the 'Four News.' The names of many shops still stank of old culture, so the signs had to be smashed to make way for the coming of new ideas."
(Excerpt from *Red Scarf Girl* by Ji-li Jiang)

- Chairman Mao uses **deductive reasoning**. He states as **premises** that the names of many shops represent old culture, and that old culture gets in the way of new culture. He uses these premises to support the **claim** (conclusion) that the signs of many shops need to be smashed.

# Example of identifying types of reasoning

“For most of our amateur cooks, bread-making proved a series of disastrous failures. Good bread makers, male or female, are born, not made. In flour we floundered from the extreme of lightness to that of heaviness. We produced in our loaves every shade of sourness and every tint of orange, from too much baking soda. Our crust, in varying degrees of hardness and thickness, resembled the layers of the earth. Much prospecting was often necessary to develop ‘pay bread.’ ”
(from “California Culinary Experiences” in *The Overland Monthly*)

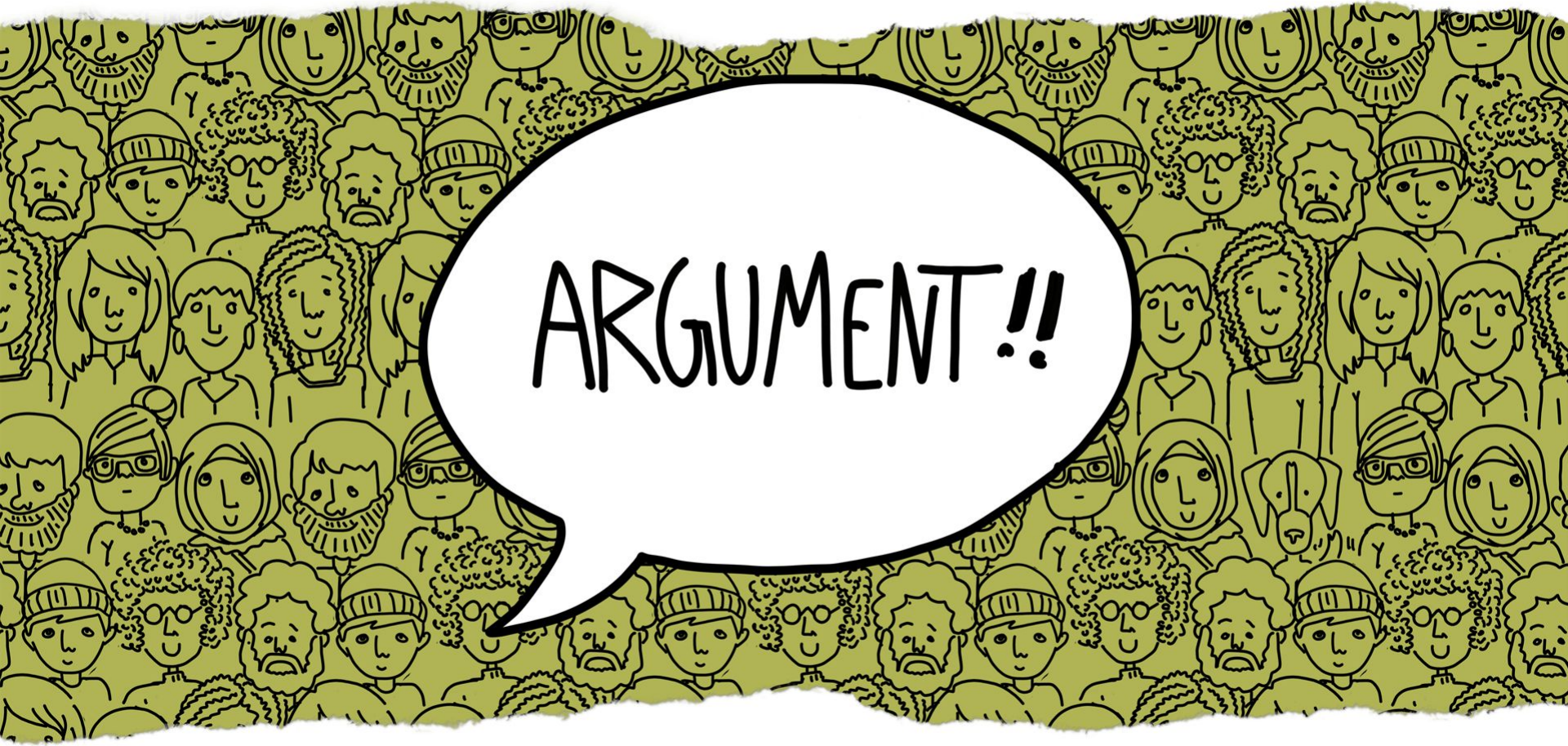
- The author uses **inductive reasoning**. He provides **observations** of the various mistakes breadmakers of the time made to support the **claim** (conclusion) that being a good bread maker is a natural talent that can’t be learned.

# Example of identifying types of reasoning and logical fallacies

"As one of its victims, I denounce the revisionist educational system. Being from a working-class family, I have to do a lot more housework than students from rich families. So I have difficulty passing exams. I was forced to repeat grades three times. And I was not allowed to be a Young Pioneer or to participate in the school choir. The teachers think only of grades when evaluating a student. They forget that we, the working class, are the masters of our socialist country."
(Excerpt from *Red Scarf Girl* by Ji-li Jiang)

- The student uses **inductive reasoning**. She provides **observations** about her own performance in school to support the **claim** (conclusion) that the school system is revisionist because it punishes working-class students. However, she makes a **hasty generalization** because she bases a claim about all teachers and working-class students on only her own educational experiences.

# Benchmark Skill Routine



# How to analyze and evaluate an argument

**Read closely, highlight, and annotate** the speaker's claim and any reasons or evidence that the speaker uses as support. Identify the reasons/evidence as premises or observations.

# How to analyze and evaluate an argument

**Ask yourself:**

What type(s) of reasoning does the speaker use? How is the argument organized?

# How to analyze and evaluate an argument

**Evaluate effectiveness:**

How effective is the speaker’s reasoning and what, if any, logical fallacies are included?

# How to analyze and evaluate an argument

**The end matters.**

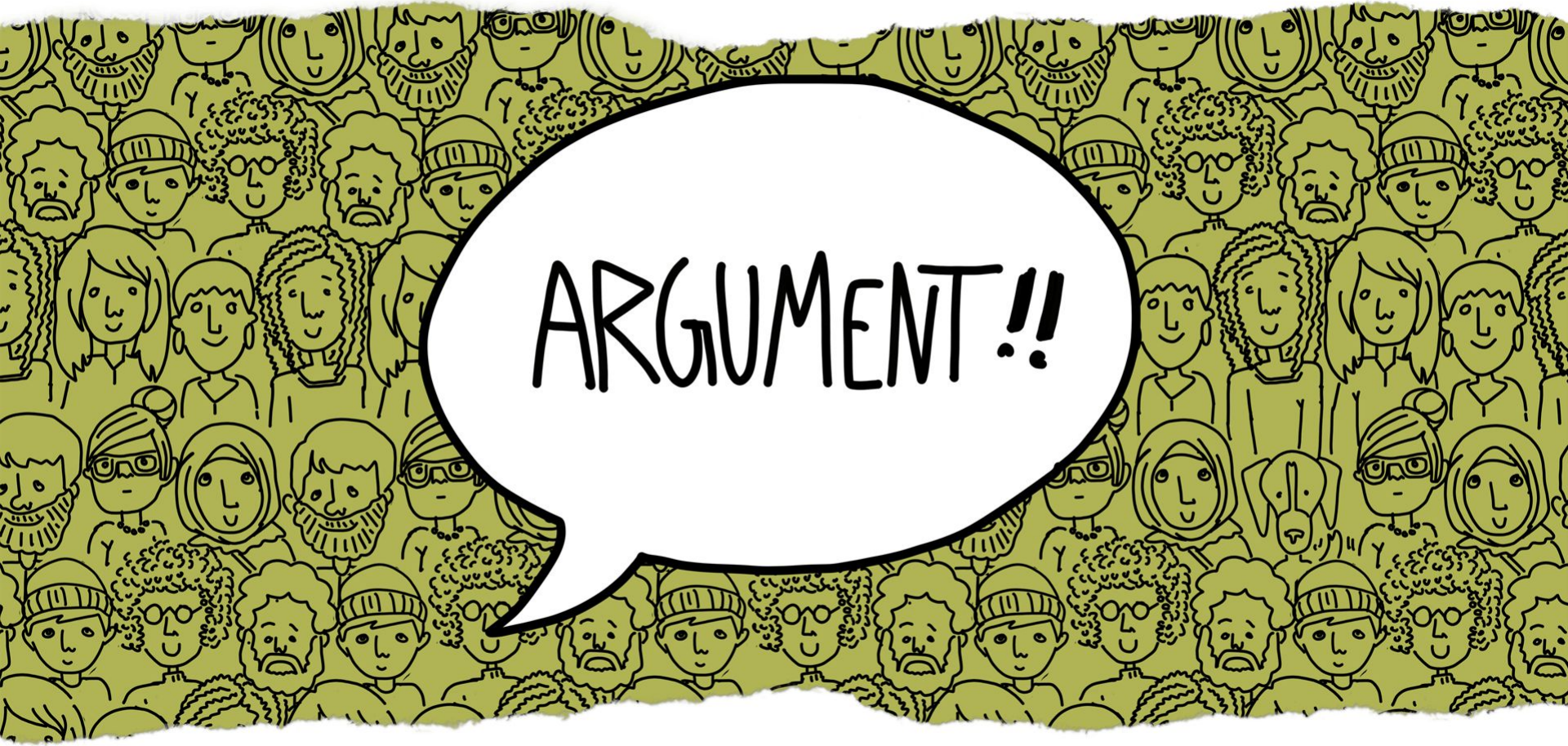
Track how the speaker develops their argument over the remainder of the text:

- Does the speaker use the same or different types of reasoning?
- How do the different parts of the argument work together to support the claim(s)?

# Remember

1. Read closely, highlight, and annotate the speaker's claim and any reasons or evidence that the speaker uses as support. Identify the reasons/evidence as premises or observations.
2. Ask yourself: What type(s) of reasoning does the speaker use? How is the argument organized?
3. Evaluate effectiveness: How effective is the speaker's reasoning and what, if any, logical fallacies are included?
4. The end matters: Track how the speaker develops their argument over the remainder of the text.

**Benchmark in Action:** Example of how to analyze and evaluate an argument

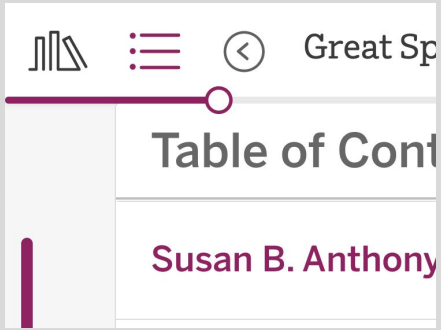


# Get ready to read two passages in “On Women’s Right to Vote” by Susan B. Anthony.













1. Open the Library app.
2. Type “Great Speeches from US History” into the search bar. Click on the title of the book to open it.
3. Click on the Table of Contents. Find and click on “Susan B. Anthony 1873.”
4. Read paragraphs 2–4 in “On Women’s Right to Vote.”

# “On Women’s Right to Vote”

## Context for Passage 1

In 1872, Susan B. Anthony voted in the presidential election and was charged with illegal voting. After paying the fine, Anthony redoubled her efforts for women’s suffrage, giving this speech in 1873.

# Read paragraphs 2–4 in “On Women’s Right to Vote.”

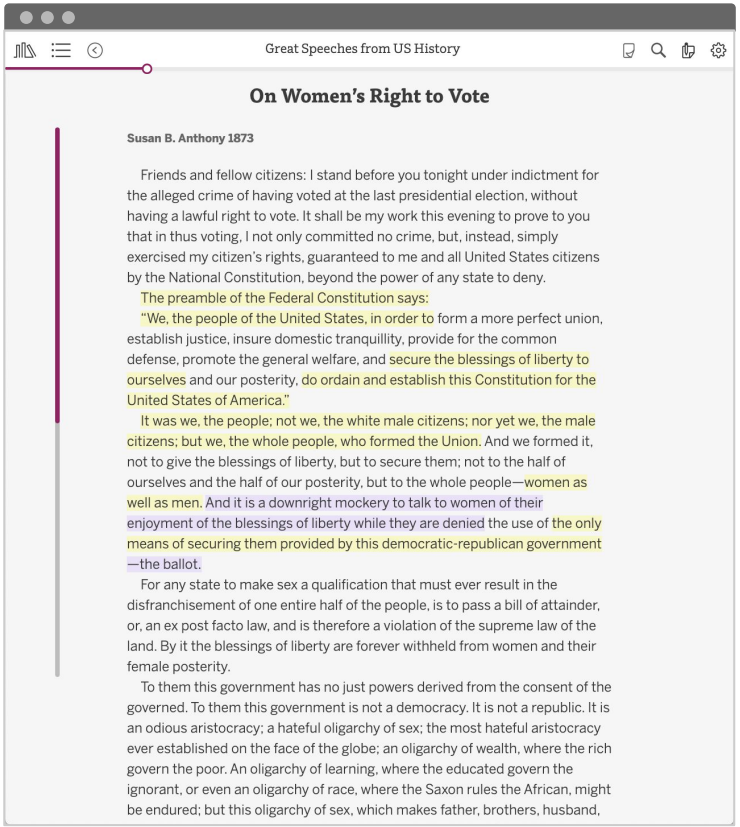
As you read...

- identify the speaker’s claim and the reasons/evidence they provide to support it.
- think about what type(s) of reasoning the speaker uses.
- evaluate the effectiveness of the argument and identify any logical fallacies.
- consider how the speaker uses reasoning to build their argument throughout the text.

# Practice Step 1

**Read closely, highlight, and annotate** the speaker's claim and any reasons or evidence that the speaker uses as support. Identify the reasons/evidence as premises or observations.

# Practice Step 1




## Highlight the speaker's claim and any reasons or evidence that the speaker uses as support.

### Reasons or evidence:

"The preamble of the Federal Constitution says: 'We, the people of the United States, in order to...secure the blessings of liberty to ourselves...do ordain and establish this Constitution for the United States of America.

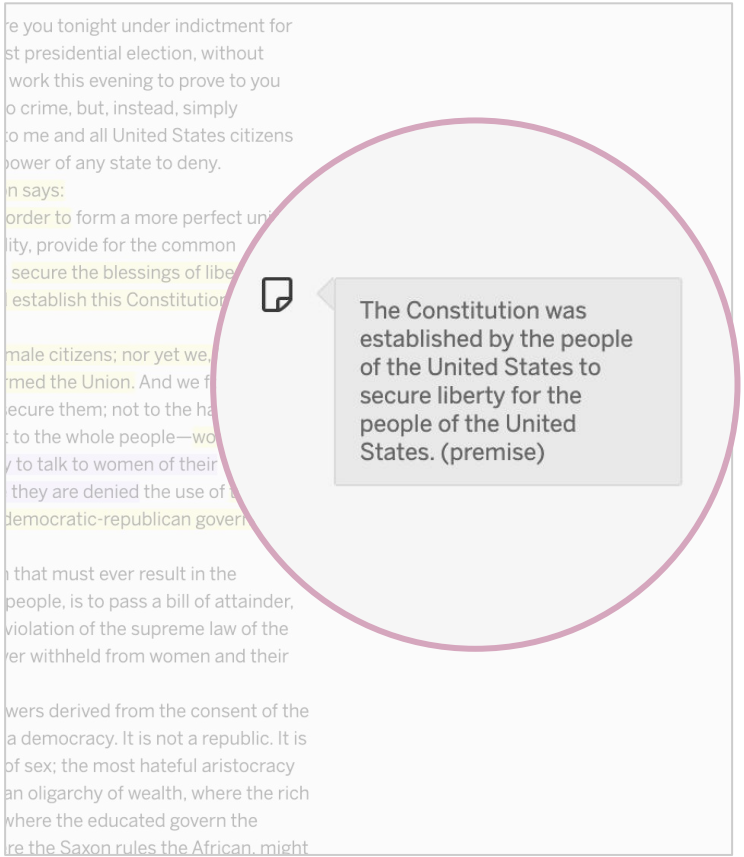
"It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union….women as well as men."

"the only means of securing them provided by this democratic-republican government—the ballot"

### Claim:

"And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied...the ballot."

# Practice Step 1




## Annotate to summarize the reasons/evidence and label as premises or observations.

- The Constitution was established by the people of the United States to secure liberty for the people of the United States. (premise)
- “We, the people” refers to everyone. (premise)
- The ballot (the vote) is the only way for a person to truly secure the benefits of liberty. (premise)
- Women don't have the liberty guaranteed by the Constitution without the vote. (claim)

# Practice Step 2

**Ask yourself:**

What type(s) of reasoning does the speaker use?

How is the argument organized?

Remember:

- Deductive reasoning is when the speaker includes premises (generally accepted statements or facts) that lead to a conclusion.
- Inductive reasoning is when the speaker draws a conclusion based on observation(s).

# Practice Step 2 Example:

Anthony uses **deductive reasoning** in this part of her speech. She provides three premises to support her claim that, if women don't have the right to vote, then women don't have the liberty that each American is guaranteed by the Constitution. Her first **premise** is that the Constitution was created to guarantee liberty for the people of the United States. Her second **premise** is that "We, the people" means everyone, not just certain groups of people. Her third **premise** is that "the ballot" (the right to vote) is the one way people have of securing the benefits of liberty.

# Practice Step 3

**Evaluate effectiveness:**

How effective is the speaker’s reasoning and what, if any, logical fallacies are included?

# Practice Step 3 Example:

Focusing on "We, the people" is likely effective in convincing many American audience members because these words come from a well-known historical document that states the country's defining values. The reasoning is sound; there are no glaring logical fallacies.

# Practice Step 4

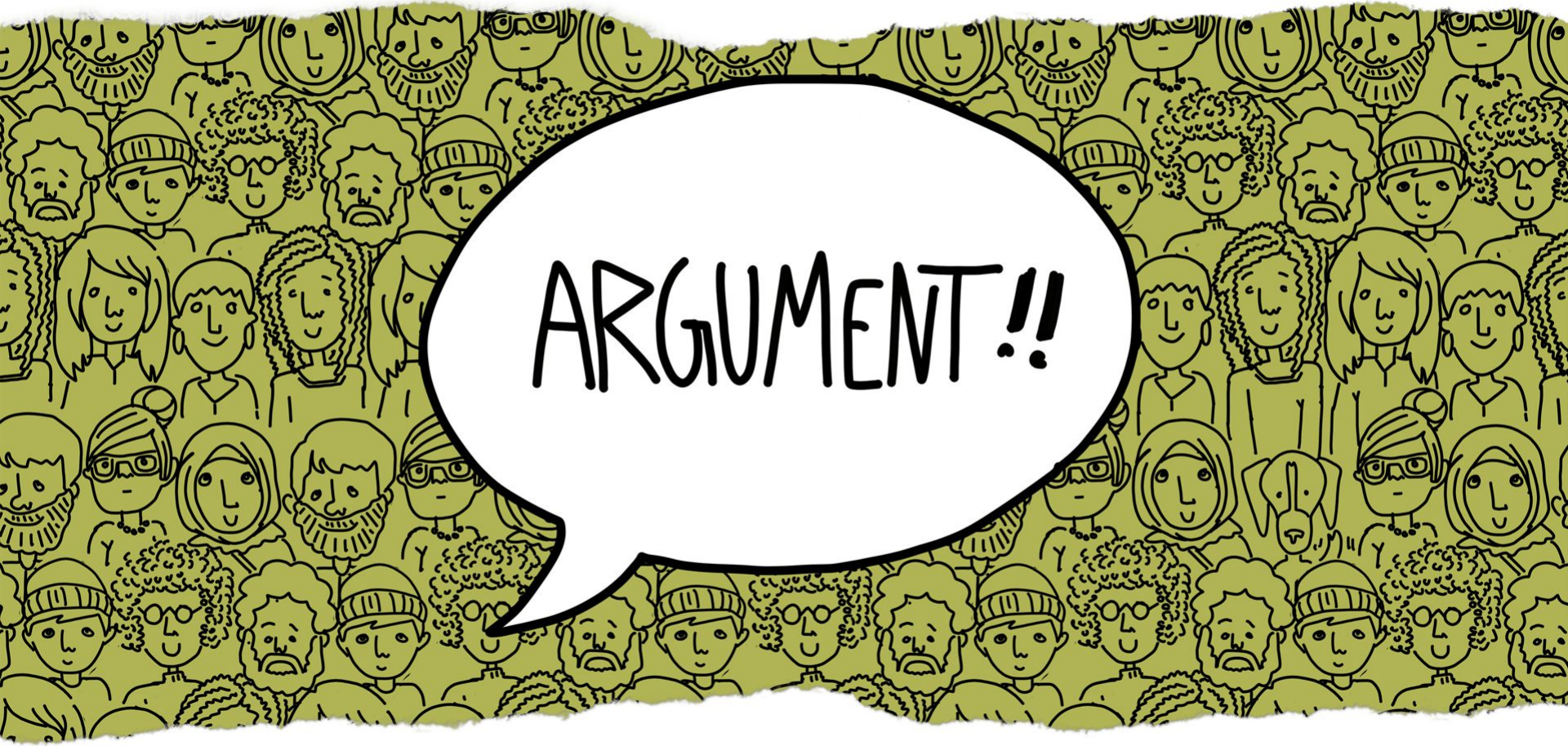
**The end matters:**
Track how the speaker develops their argument over the remainder of the text.

- Does the speaker use the same or different types of reasoning?
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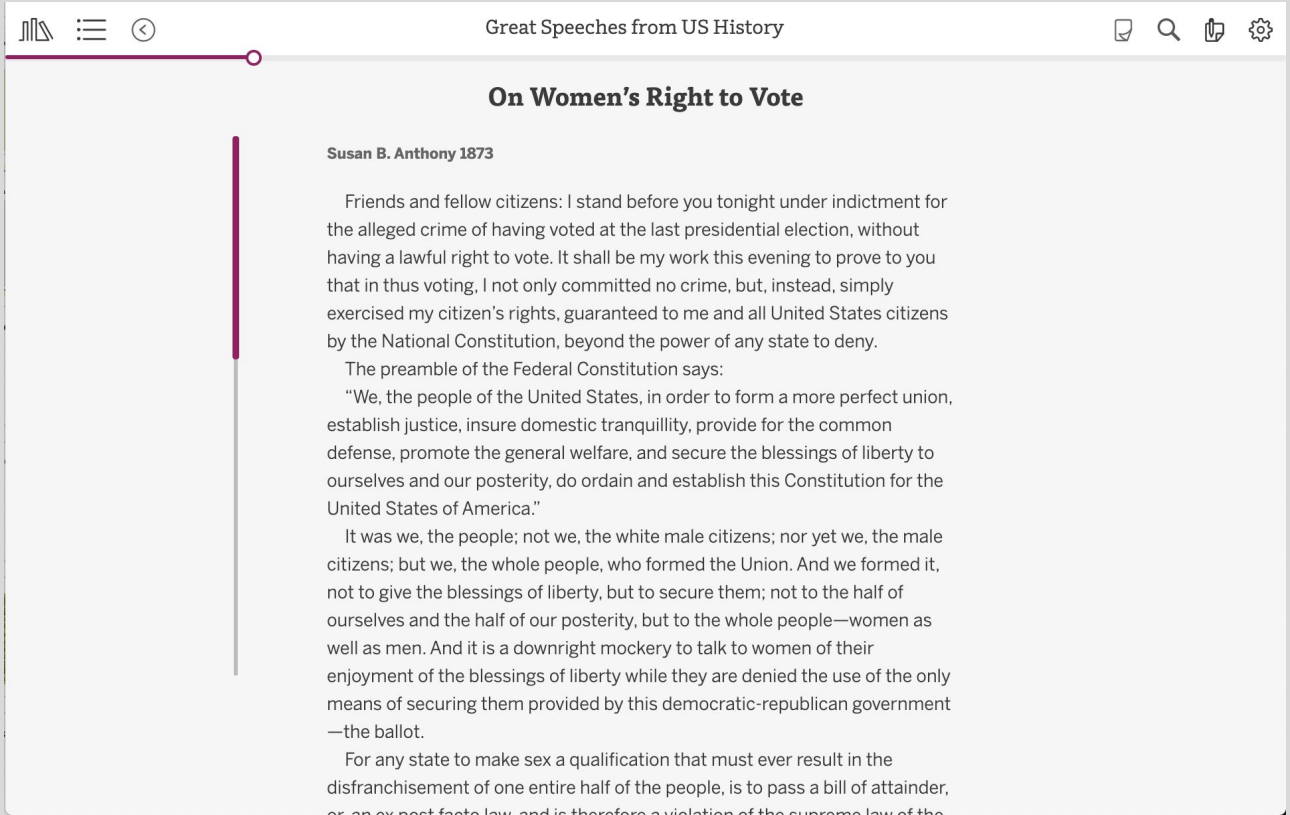
# Independent Practice



# Benchmark:

Track the development of an argument and analyze the types of reasoning used and their effectiveness.

# Now read paragraphs 7 and 8 in “On Women’s Right to Vote.”



# “On Women’s Right to Vote”

## Context for Passage 2

In this passage, Anthony continues to lay out her argument for why women should already have the right to vote.

# Practice reading to analyze and evaluate an argument

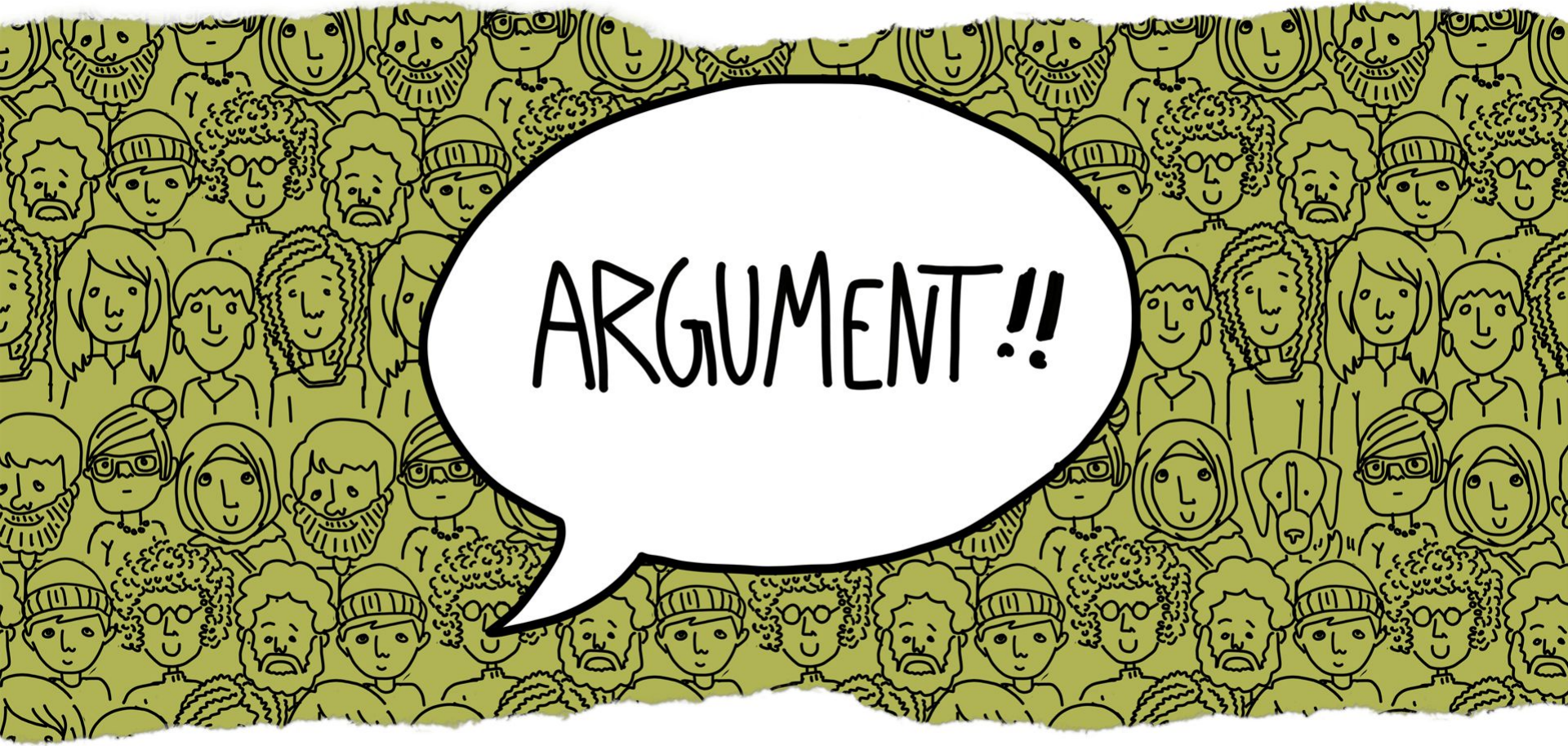
**Step 1**
Read closely, highlight, and annotate the speaker's claim and any reasons or evidence that the speaker uses as support. Identify the reasons/evidence as premises or observations.

**Step 2**
Ask yourself: What type(s) of reasoning does the speaker use? How is the argument organized?

**Step 3**
Evaluate effectiveness: How effective is the speaker's reasoning and what, if any, logical fallacies are included?

**Step 4**
The end matters: Track the speaker's development of an argument over the remainder of the text.

# Check for Understanding



# Share and Discuss

1. What is the speaker’s claim and what reasons or evidence does the speaker use as support?

# Share and Discuss

2. What type(s) of reasoning does the speaker use? How is the argument organized?

# Share and Discuss

3. How effective is the speaker’s reasoning and what, if any, logical fallacies are included?

# Share and Discuss

4. How do the different parts of the argument work together to support the claim(s)?