This activity asks students to critically analyze a series of claims or arguments in order to strengthen and refine them. The process also allows students to work together in small groups and travel around the room from station to station, upping their level of engagement. For this activity, three small groups of students are needed. For most full-size classes, students should be divided into six small groups and then two sets of three groups will rotate through two identical sets of stations in separate parts of the room.

The teacher displays and announces a debatable topic or problem to the class. Each group begins at their own station where there is a piece of poster paper on the wall. The poster is divided into two columns, the first of which asks students to make a claim. Groups write their claim about the posted topic in the first column. Once all groups have filled in a claim at station 1, the teacher directs students to move clockwise to station two. At station two, groups read the claim written by the previous group and then state a piece of evidence in the second column to support the claim. Next, groups again move clockwise to the third station where they review the claim and evidence left by the other groups. They fill in the bottom half of column two with the reasoning they believe ties the evidence to the claim. After all groups have completed this step, they rotate clockwise a last time, returning to their original station and claim. Groups review their original poster with a now-completed argument. Students then underline the convincing pieces of the evidence and reasoning presented by the other two groups.

In other variations of this activity, students are asked to write a complete argument, then rotate and ask a question to expose an assumption or gather new information, then rotate and answer the question posed. Finally, the original group is asked to refine their argument based on the question and response given by the other groups. Similarly, this activity can be done by asking groups to evaluate an argument by weighing the validity and relevance of the argument as students rotate through the stations.

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| **Step** | **Teacher Move** | **Student Move** |
| **1** | Prepare 3 - 6 posters depending on the number of groups you will have. |  |
| **2** | Hang posters around room so each one can be a station with enough room for a small group of students to gather around it. |  |
| **3** | Develop a debatable topic for student groups to make claims about. |  |
| **4** | Divide the class into 3 or 6 small groups (If 6, further divide groups into two sets of 3).  Assign each group to a station. |  |
| **5** | Instruct groups to make a claim about the topic provided. | Discuss and write a claim in column 1 of your poster. |
| **6** | Direct groups to move clockwise to the next station. Instruct groups to… | Read the claim in column one, then discuss and write evidence to support that claim in column two. |
| **7** | Direct groups to move clockwise to the next station. Instruct groups to… | Read the claim and evidence and then write the reasoning for how the evidence supports the claim in the bottom half of column two. |
| **8** | Direct groups to move clockwise to the next station. Instruct groups to… | Read the evidence and reasoning the other groups provided for their claim.  Underline/highlight the strong pieces of the evidence and reasoning. |