

**Teaching Argument for Proficiency
through Active Participation**

Materials for a Talk and Discussion

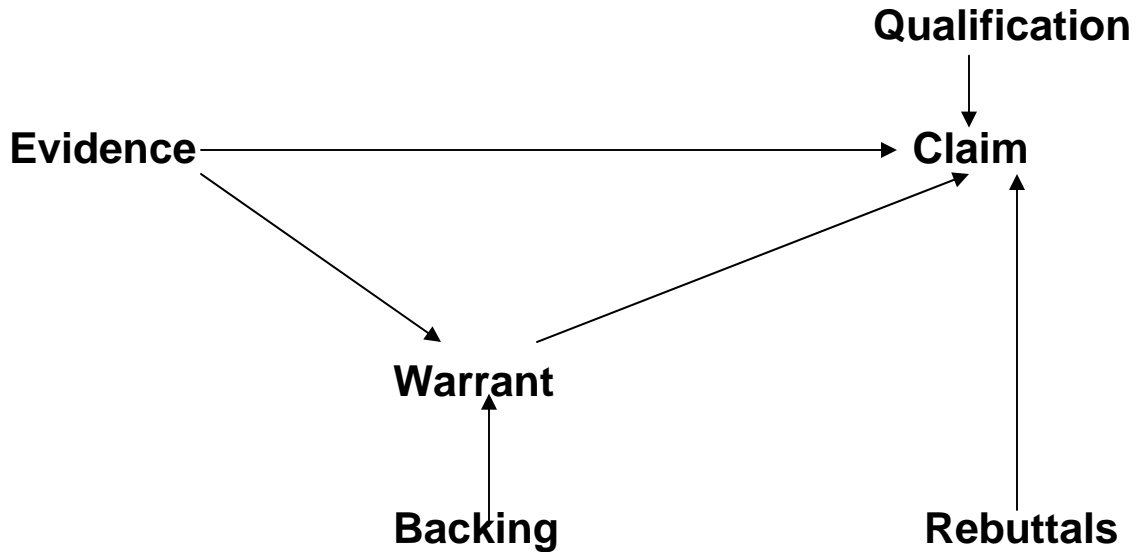
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A Schematic Representation Of Toulmin's Theory of Argument



Rules, laws, agreed upon common sense, scientific findings, and, particularly in arguments of judgment, definitions that are reached through Socratic and Aristotelian reasoning as seen in US Supreme Court Discussions

SLIP OR TRIP

At five-feet-six, and a hundred and ten pounds, Queenie Volupides was a sight to behold, and to clasp. And when she tore out of the house after a tiff with her husband, Arthur, she went to the country club where there was a party going on.

She left the club shortly before one in the morning and invited a few friends to follow her home and have one more drink. They got to the Volupides= house about ten minutes after Queenie, who met them at the door and said, "Something terrible happened-Arthur slipped and fell on the stairs. He was coming down for another drink---he still had the glass in his hand--and I think he's dead. Oh, my God--what shall I do?"

The autopsy concluded that Arthur had died from, a wound on the head, and confirmed the fact that he'd been drunk. Do you think Queenie is telling the truth?

Assume that you are a member of the investigative team. Your team must determine what may have happened. Find evidence that indicates whether Queenie is telling the truth and what may have happened. If you and other members of your team disagree, find evidence that will convince them. Be prepared to explain why your evidence makes your case. Eventually you will write a report to convince the others in the class that your analysis makes the most sense.

*adapted from Lawrence Treat. Crime and Puzzlement 2.
Boston: David R. Godine, Publisher, 1982.

Figure 2.1



A Brief Bibliography for the Teaching of Argument

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