*After the students have the basic terminology down (conclusion/position, reason, objection, rebutal) and understand how argument maps are structured, you can assign the following types of assignments.*

Note that the software can automatically label each box (1A-a, 1B-a...), for ease of reference. You can also turn this feature off.

Fill out the following blank argument map, based on the argument presented in the text below.

{*Sample prose argument*: asdf a adsg asd gas gd agadfgagadgafdgasd
a dga asdgasgasgafdsgasdgagasdgagdsaga sdfgag adfaf gasdfgasdfgafdsg dsaad
sgagagasdgadfsgasdgasdg agdsf agaadf gagasda gasgads afd gadfga asdg adfasdg
agadafdg adf gasdsad gasdgf ha asdf mdsghjeyik6uwe j sdfzhuy jrsydusjmgB}
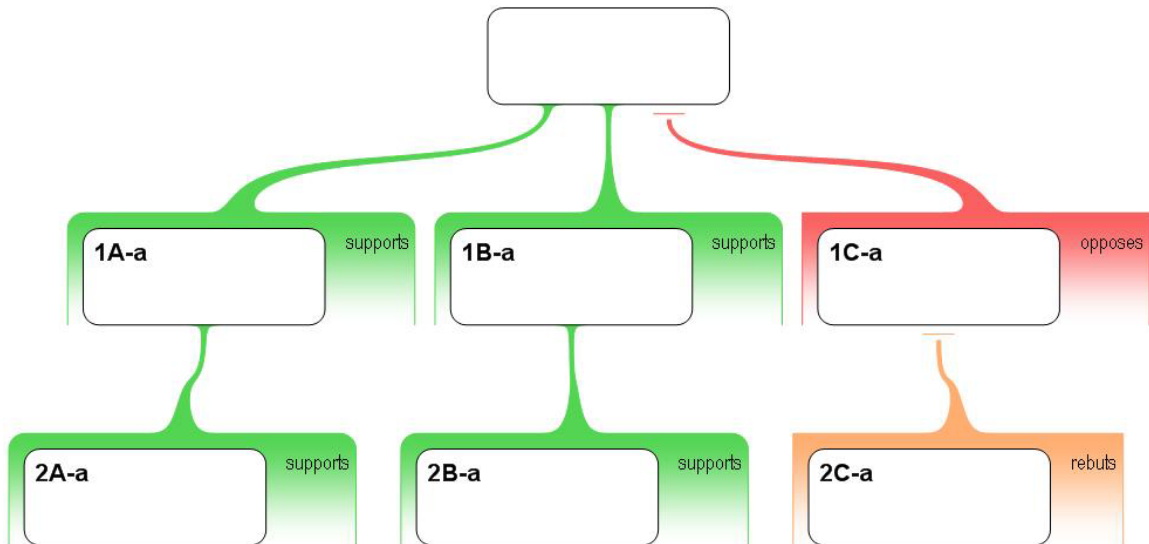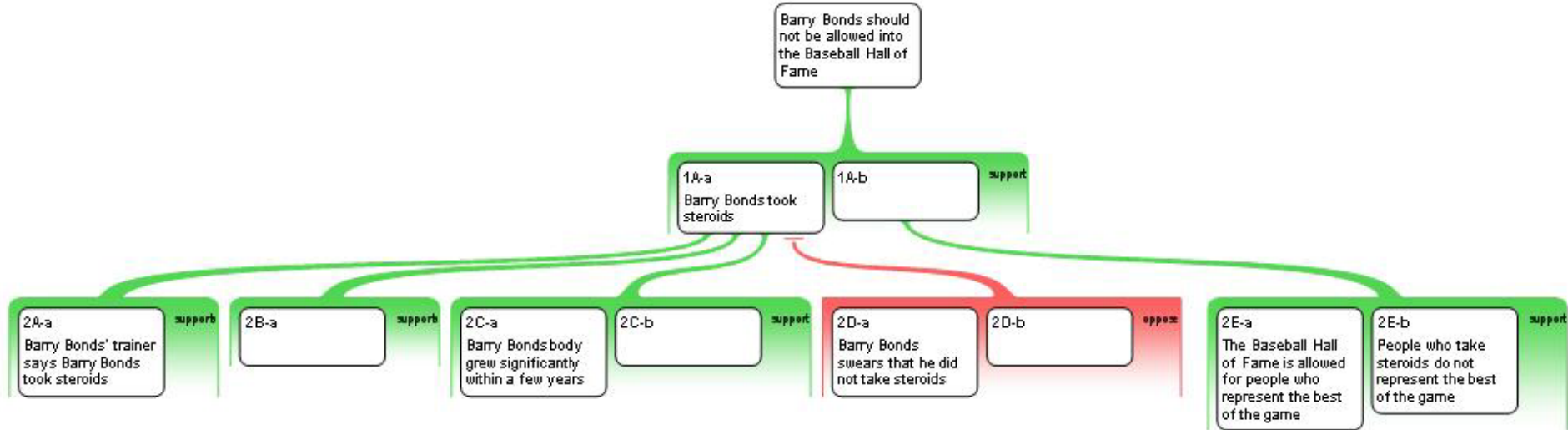

This provides the students with the structure of the argument map already made – as they become more proficient with argument mapping, you can eliminate the structure of the argument and have them develop it either for their own arguments or for those they read in prose form. This is much more challenging, but also more realistic.

You could also ask the students basic questions about this map, e.g.
How many main reasons are there to believe the claim, and what are they?
How many objections are there to the conclusion?
Add an objection (your own or from Author X) to the claim in box 2B-a. ....
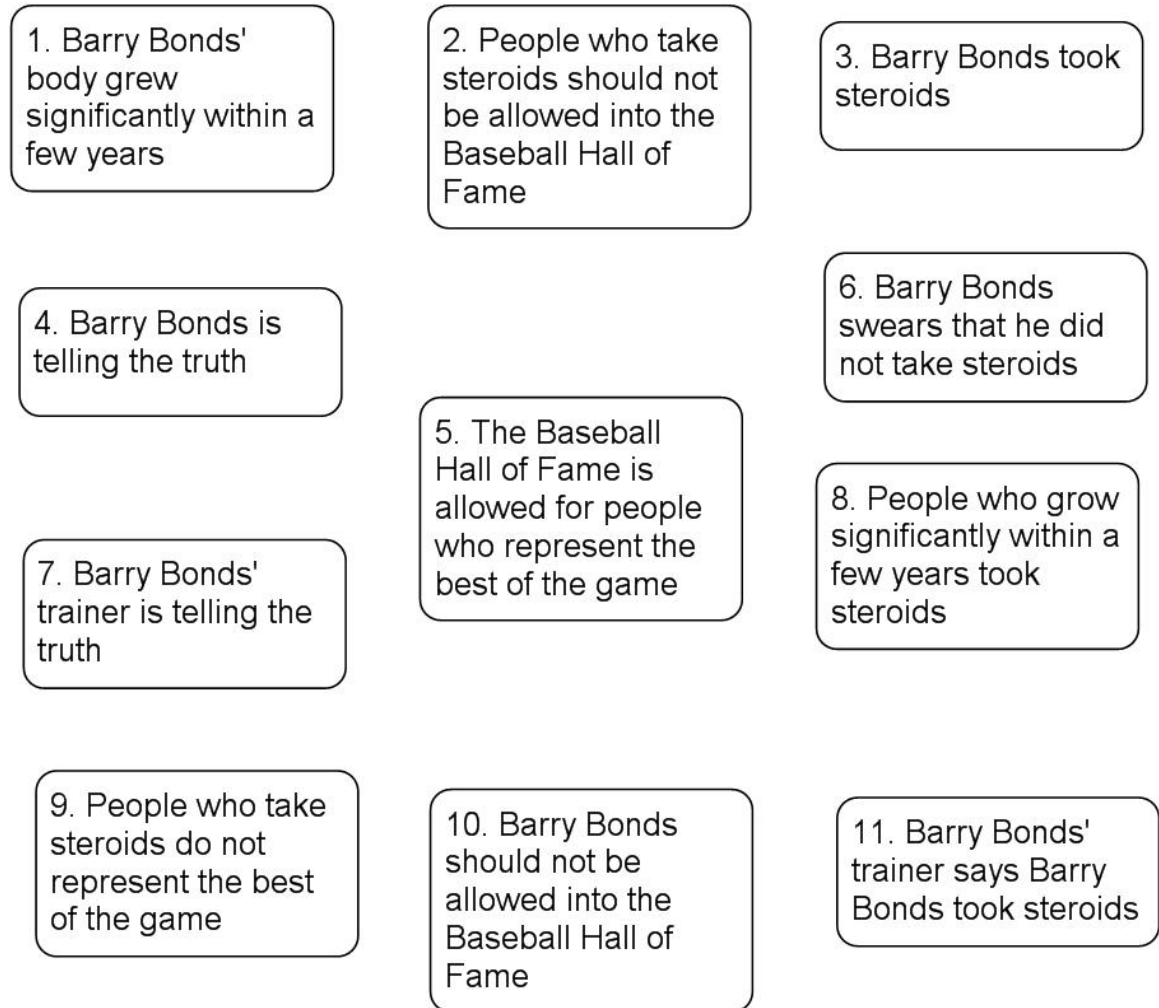
Another possible worksheet:

Complete the following argument map – use the Assertability Question, the Rabbit Rule and the Holding Hands Rule as necessary.

Barry Bonds should not be allowed into the Baseball Hall of Fame

1A-a
Barry Bonds took steroids

1A-b | support

2A-a
Barry Bonds' trainer says Barry Bonds took steroids | support

2B-a | support

2C-a
Barry Bonds body grew significantly within a few years

2C-b | support

2D-a
Barry Bonds swears that he did not take steroids

2D-b | oppose

2E-a
The Baseball Hall of Fame is allowed for people who represent the best of the game

2E-b
People who take steroids do not represent the best of the game | support

{This example has the students work on identifying the 'hidden' assumptions in the argument}.

You could also give a worksheet like this, a 'jumble' which forces them to reassemble the argument.

On a separate sheet, draw an argument map using the following boxes:

1. Barry Bonds' body grew significantly within a few years

2. People who take steroids should not be allowed into the Baseball Hall of Fame

3. Barry Bonds took steroids

4. Barry Bonds is telling the truth

6. Barry Bonds swears that he did not take steroids

5. The Baseball Hall of Fame is allowed for people who represent the best of the game

8. People who grow significantly within a few years took steroids

7. Barry Bonds' trainer is telling the truth

9. People who take steroids do not represent the best of the game

10. Barry Bonds should not be allowed into the Baseball Hall of Fame

11. Barry Bonds' trainer says Barry Bonds took steroids

This forces students to identify the main claim and identify how exactly each claim relates to the others. In addition to AQ, HH and RR rules, the Pyramid Rule is useful here – generally speaking, the more specific claims should be lower down in the map.

If your students have access to Rationale (e.g. via the computer lab), you can just save a copy of these boxes in a Rationale file and have the students assemble them in Rationale (they just drag the boxes to make connections between the various claims). Then they could print off a hard copy to hand in.