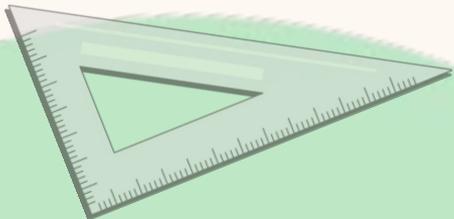


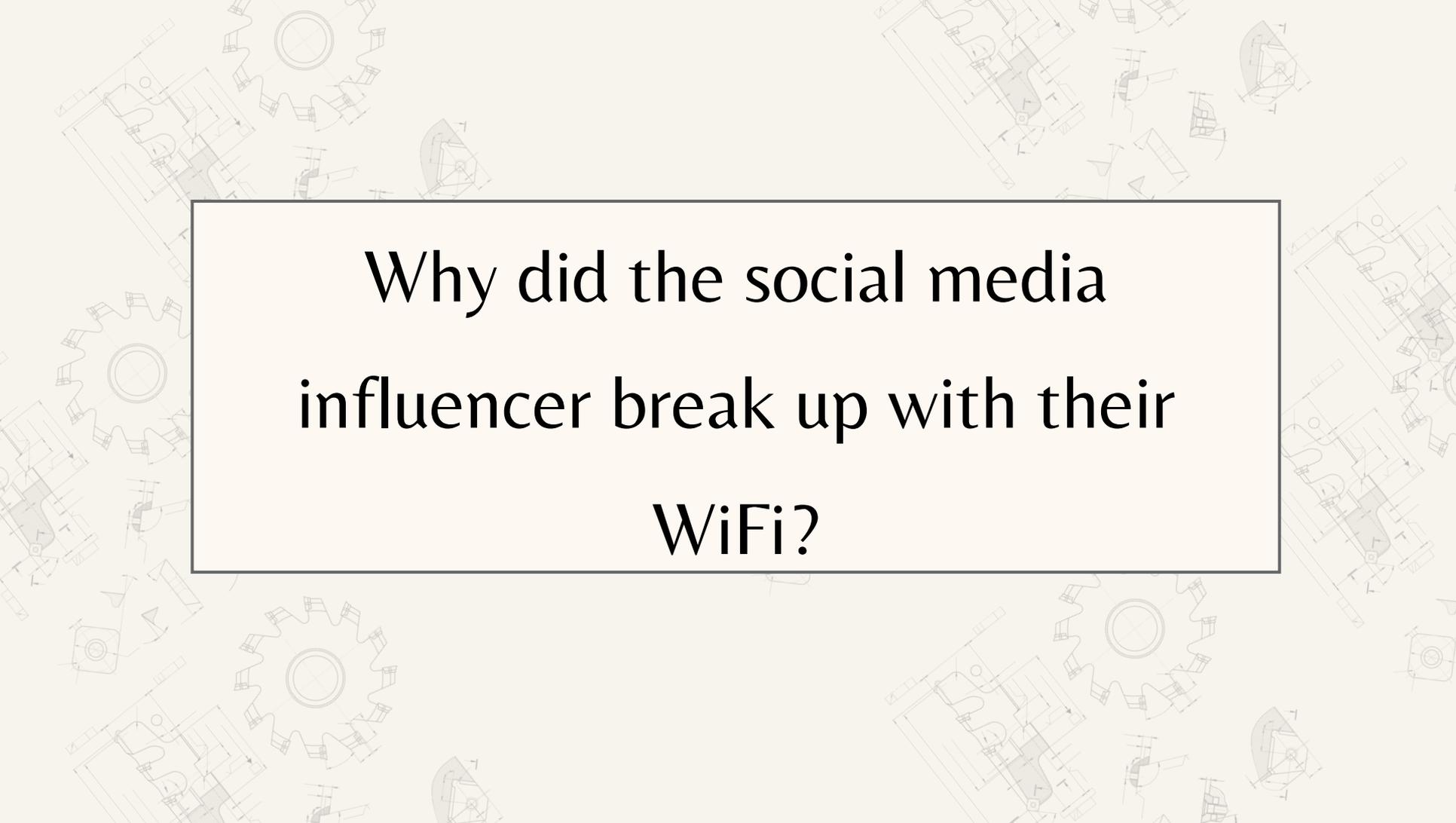
ARGUMENT ARCHITECTS

DEVELOPING FOUNDATIONAL
SKILLS IN LOGIC AND DEBATE

CURRICULUM PRESENTATION

Designed by: Juliet Paciotti-Bellinger



The background of the slide is a light gray color with a repeating pattern of faint, stylized architectural floor plans and gears. The floor plans show various rooms, corridors, and structural elements, while the gears are of different sizes and orientations, some with teeth and some without. The overall aesthetic is technical and mechanical.

Why did the social media
influencer break up with their
WiFi?

“HA
HA”
HA”

Because they had no real
connection!



ABOUT ME

Juliet Bellinger



- Mom of 7 (3 still at home; 3 in college; 1 in electrical school)
- 21 years homeschooling
- Pre-med in college; Degrees in Spanish and Physical Fitness from the University of California, Santa Barbara; certified health coach
- LEMI certified mentor in Shakespeare Conquest, Pyramid Project, and Liber Community Series
- Owner of Building S.T.E.A.M.
- Co-founder of Millennial Heritage Academy Commonwealth School (Temecula, CA)
- Founder of Sandcastle Academy (Virginia Beach, VA)
- Creator of curriculum: Art by the Masters; Art of Botany; Comprehensive Conversational Spanish; For the Love of Numbers: A Geometric Journey
- 20+ years teaching experience in reading, art, Spanish, and STEM
- Current Project: Creating a Whole Heart Abuse Recovery Program (Find me on Instagram @creatingawholeheart)
- Yoga lover
- Book-a-holic
- LD and TP debate judge in my “spare time”



The Social Media Influence

The average American is on 6.7 social media platforms.



ARGUMENT ARCHITECTS



DEVELOPING
FOUNDATIONAL SKILLS IN
LOGIC AND DEBATE

STUDENT MANUAL



Design by: Juliet Paciotti-Bellinger





LOGIC: WEEK 3



Plato's Allegory of the Cave, presented in Book VII of "The Republic", offers profound insights into logic and reasoning. The allegory describes prisoners who have been chained inside a dark cave their entire lives, facing a blank wall. Behind them is a fire, and between the prisoners and the fire is a raised walkway where objects pass by, casting shadows on the wall the prisoners face. For the prisoners, these shadows are the only reality they know.

One prisoner is freed and ascends out of the cave into the light of the sun. At first, the brightness overwhelms him, but eventually, he comes to see the real world in all its depth and richness, realizing that the shadows were mere illusions. When he returns to the cave to enlighten the others, they reject and ridicule him because they cannot comprehend a reality beyond the shadows.

Read the "Allegory of the Cave" by Plato which can be found here: [Allegory of the Cave](#). Then answer the questions below.

What do the shadows on the wall of the cave represent?

In the allegory, what does the world outside represent?



LOGIC: WEEK 6



Practice creating several premises and a conclusion on the following topic:

Curbside recycling programs should be mandatory in every city/town.

Do a little research and come up with three premises to support your argument.



Are your premises clear, relevant, and backed by solid evidence? What is the most logical flow for these three premises? Number them 1-3 to show which should go first, second, and third to build your argument logically.



Now state your conclusion that ties all of your information together in a clear, concise final statement.



LOGICAL FALLACIES: WEEK



SLIPPERY SLOPE 1

This week in class, we read the story "The Town with No Music". Review the story again and fill out the guide below.

What was the initial problem or concern in the story and who had it?

Do you think this person's concern was valid? Why or why not? _____

What do we call it when someone leans in favor of a certain position due to their own prejudice, knowledge, or experience?

When the mayor heard the concern, what did he do? _____

What one word could we use to sum up the mayor's reaction? _____

This type of logical fallacy occurs when someone argues that a relatively small first step will inevitably lead to a chain of related events resulting in a significant and undesirable outcome, without providing sufficient evidence for this progression. It assumes that one action will set off an uncontrollable chain of events, often exaggerated and unlikely, leading to extreme consequences. This reasoning is flawed because it bypasses a logical analysis of whether each step in the progression is truly likely to follow from the previous one.



LOGICAL FALLACIES: WEEK



HASTY GENERALIZATION

READ THE STORY BELOW AND ANSWER THE QUESTIONS.

Title: The Misjudged Group

Setting: A small, quiet town with a tight-knit community.

Characters:

- Emma: A high school student and member of the debate team.
- Mr. Reynolds: The town's new librarian, known for his meticulousness.
- Jake: Emma's classmate and friend.

Story:

Emma and Jake were excited to hear that Mr. Reynolds, the new librarian, would be visiting their school to speak about the importance of reading. They had heard mixed reviews about Mr. Reynolds from their friends and decided to keep an open mind.

On the day of the visit, Mr. Reynolds arrived and began his presentation. His talk was detailed and full of statistics about reading habits, but he spoke with such formality that some students found him a bit dull.

After the presentation, Emma and Jake overheard a group of students discussing Mr. Reynolds. "Did you see how boring he was?" one student said. "All librarians must be like that—so stuffy and boring!"

Emma was surprised by this sweeping statement. She had seen a variety of librarians over the years, each with their own unique style. Her own previous experiences with librarians had been diverse, ranging from enthusiastic and engaging to more reserved.

However, the conversation quickly spread, and soon, the whole school seemed to agree that all librarians were boring and overly serious. Emma found it troubling that such a general opinion was formed based on a single interaction.

ADVENTURES IN LOGICAL FALLACIES

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BUILDING AN SURVEY THE ARGUMENT:

Throughout this course, we will be learning how to create a sound, effective argument. Doing so can be compared to constructing a building. From surveying the site where the structure will be built to doing the final walk through, the process is quite similar. Following these steps will help you be able to communicate your position in a way that is clear and compelling to your audience.

SURVEY THE SITE

Before a drop of concrete ever gets poured or a nail gets hammered into a board, a lot of preparation is done to prepare for construction. Surveyors take measurements and gather details about a piece of land in order to completely understand the landscape. When creating an argument, one also needs to have a thorough understanding of the topic.



UNDERSTAND THE ISSUE OR TOPIC

Prior to being able to take a position on an issue or being able to represent a side in a debate, one needs to have a clear understanding of what the issue is. This process has three parts to it. REMEMBER! It is very important to understand all aspects of an issue, not just your

1. **Research the Topic:** Gather comprehensive, credible information from reliable sources.
2. **Clarify Your Position:** Define your stance or perspective clearly.
3. **Know Your Audience:** Tailor your argument to the values, beliefs, and knowledge level of your audience.

BUILDING AN

SURVEY THE ARGUMENT:



THINK ABOUT THIS: Think about a speaker, mentor, parent, or acquaintance who has helped you form an opinion of a specific issue. It may be someone you know personally or perhaps you saw a video or something from them on social media. How did they influence your position on this issue? Was it what they said, who they are, or what they made you feel? Was it a combination of all three?

RESEARCH
THE
TOPIC

Not all information is created equal. Some is sound and backed by solid evidence while other information is based mostly on personal feelings or bias. The former is the kind we want to use in building our argument. Make sure you use reputable sources and studies. We will talk more about reputable sources later in the year.

CLARIFY
YOUR
POSITION

If you are representing a specific position, it is important to clearly understand what is behind it. Sometimes people side with a certain position based on surface information. They may not realize they disagree with the foundational principles behind it, though.

KNOW
YOUR
AUDIENCE

When presenting your position whether verbally or in writing, you will need to consider your audience. For example, how would you present a talk on fire safety to a room of fire fighters versus an assembly of kindergartners?

BUILDING AN

SURVEY THE SITE ARGUMENT:

RESEARCH
THE
TOPIC

USING THE TOPIC YOU WERE ASSIGNED IN CLASS,
MAKE A LIST OF IMPORTANT POINTS AND
RESOURCES.

CLARIFY
YOUR
POSITION

WHAT POSITION ON THIS TOPIC WERE YOU
ASSIGNED? CLEARLY DEFINE IT IN THE SPACE
BELOW.

KNOW
YOUR
AUDIENCE

WHO WILL YOU BE PRESENTING YOUR POSITION
TO? WHAT SHOULD YOU CONSIDER ABOUT THIS
AUDIENCE?



BUILDING AN SOURCE ARGUMENT:



As we research topics for an argument, it is important that we are aware of the types of sources we are using. Generally, there are three kinds of research sources.

PRIMARY SOURCES

Original, firsthand accounts or direct evidence that provide direct access to the subject or event being studied. These sources are created at the time of the event or by someone who experienced it firsthand, without interpretation or analysis by another party. Primary sources are essential for providing raw data or original insights that researchers can analyze, interpret, and build upon. Examples include: Artifacts, diaries with first-hand accounts, interviews with witnesses, clinical trials, field observations, court transcripts, speeches, and historical documents

SECONDARY SOURCES

Materials that interpret, analyze, or summarize primary sources or original events. They are created after the fact and offer commentary, explanation, or evaluation of the information provided by primary sources. Secondary sources are often used to gain a broader understanding of a topic, put events into context, or explore different interpretations. Examples include: Textbooks, biographies, critiques, reviews, encyclopedias (physical or digital), reference books, essays or papers that analyze and interpret primary data

TERTIARY SOURCES

summaries of primary and secondary sources.

BUILDING AN

BECOME A SOURCE

ARGUMENT:

DETECTIVE



THE

BECOME A SOURCE DETECTIVE BY

OBJECTIVE: BY INVESTIGATING A VARIETY OF SOURCES ON A PARTICULAR TOPIC AND EVALUATE THE SOURCES FOR VALIDITY.



THE TOPIC: THE CIVIL RIGHTS MOVEMENT (1960S)

SLEUTH YOUR

SOURCES:

FIND SEVERAL PRIMARY AND SECONDARY SOURCES FOR THE CIVIL RIGHTS MOVEMENT. DO NOT WORRY ABOUT READING ACCOUNTS OR VIEWING MEDIA IN THEIR ENTIRETY. FOCUS ON COMPILING A FILE OF SOURCES THAT COULD BE REFERENCED FOR FURTHER RESEARCH. ON THE NEXT PAGE, MAKE A LIST OF YOUR SOURCES WITH THE FOLLOWING INFORMATION.

1. NAME OF THE SOURCE (TITLE, AUTHOR, DATE, LINKS, ETC)
2. TYPE OF SOURCE (PRIMARY OR SECONDARY)
3. WHY IT'S PRIMARY OR SECONDARY (EXPLAIN YOUR REASONING)



DEBATE: WEEK 1



This week's debate portion of class, centered on free-for-all debate on pretty insignificant topics. Consider how they went. Do you think having guidelines in place would make for a better forum for debating important topics? Explain your answer.

What types of guidelines do you think could be put in place to make future debates go more smoothly?

Make a list of topics that you would like to hear debated in class this year.

CHALLENGE:

Effective debate is built on the foundation of persuasion. How can you work your persuasive "muscles"? By pushing them to their limits. For this exercise, think of something on which you'd like to persuade others to have the same position as you do. Keep it light since we are just practicing. Bring three items from home that will help strengthen your point-of-view. In class, you will share with a classmate, but you will only be able to use your visual items and charades-style communication. No talking, sounds, or written words may be used. Can you get your point across to your classmate?

BUNDLE 1: WHAT'S INCLUDED?

Mentor Manual
Available June 18th

\$49

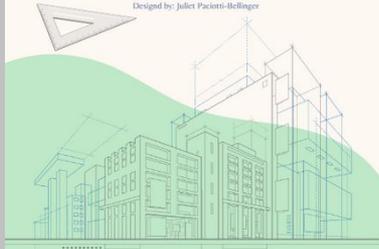
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TBD

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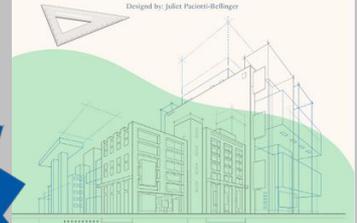
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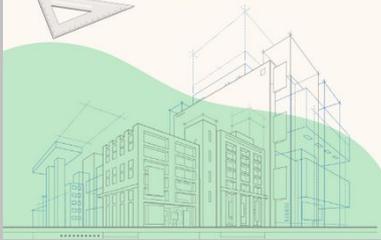
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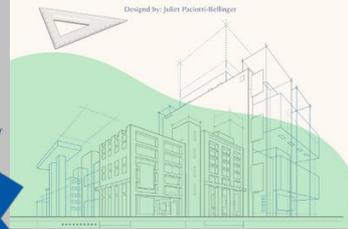
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