

Introduction to

ARGUMENT WRITING

Grades 7-10

25 slide Editable PowerPoint,
Classroom Activities,
Narrative Essay with Rubric.





THE DARING ENGLISH TEACHER

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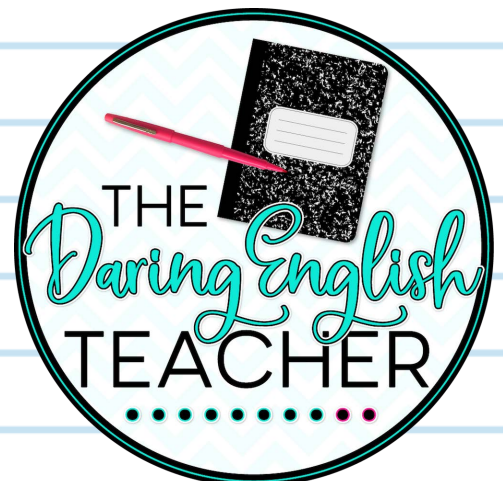
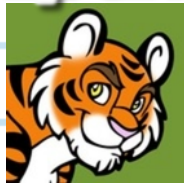
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INTRODUCTION TO ARGUMENT WRITING

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Introduction to Argument Writing

Hello, and thank you for purchasing this Introduction to Argument Writing Unit.

Roughly, this mini-unit will take 10+ days depending on how much support your students need when writing. On page 5 of this document, you will see a detailed unit outline that includes corresponding standards that will help you get started.

The 25 slide PowerPoint presentation is not meant to be taught in one sitting. There is a lot of information in the presentation, and students will need time to digest all of its contents. Also, as I mention in the unit outline, I suggest taking some time (several days minimum) to review mentor texts with your students.

I created this Argument Writing Unit without a specific prompt so that you could add in your own prompt or have students choose prompts themselves. I highly recommend [THIS LINK](#) to look at prompts. It is from the *New York Times*, and it contains 200 different argument writing prompts for students.

Sincerely,
The Daring English Teacher
TheDaringEnglishTeacher@gmail.com



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Argument Writing Mini-Unit

Standards Based Unit Outline

Day	Lesson	Standard
1	<p>Introduce students to the argument essay. I suggest teaching the skills first before assigning them the actual essay.</p> <p>Teach slides 1-13. Allow students ample time to take notes. You can also provide them with the Sketch Notes page in this document for them to use as guided notes during instruction. They will not complete these notes today.</p> <p>If time permits, begin going over the Gettysburg Address.</p>	W.(7-12).1
2-5	<p>Review slides 7 and 8.</p> <p>In-class, show slide 14 and assign students the <i>Gettysburg Address</i> speech and rhetorical organizer. Provide students time to work together to attempt the rhetorical triangle before moving on.</p> <p>Teach slides 14-20. Allow students time to identify, understand, and write down the correct answers. Also, encourage students to volunteer information and generate conversations about the topic.</p> <p>OPTIONAL: Assign the Understanding Nonfiction organizer. Use any piece of nonfiction that suits your current unit of study.</p> <p>RECOMMENDED: Spend several days between this point and the next looking at mentor texts. These can be essays, speeches, or any other piece of nonfiction. This will give students time to fully understand argument and basic rhetoric before moving on to writing their own argument essay.</p>	W.(7-12).1 L.(7-12).5
3+	<p>Review slides 2-6 and teach slides 20-25. Allow students ample time to take notes. They will complete their Sketch Notes page at this time.</p> <p>In-class, assign students the essay. Provide students with the Assignment Sheet and Investigate a Topic page. Give students time to find a topic.</p>	W.(7-12).1

FROM HERE: Work your way through the steps and through the writing process with your students. I suggest giving them time to find solid evidence to support their claims. The pages are in this packet in the same order in which I use them with my students. Once my students know their topic and reasons, I have them formulate a thesis and then their counter argument.

Usually, I spend 3-4 days of class time working on the drafting process -with one entire day dedicated to introduction.

ARGUMENT ESSAY WRITING

- Sketch Notes

IMPORTANT TERMS

WHAT IS **ARGUMENT WRITING**?

The Rhetorical Triangle



THE STEPS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

ARGUMENT WRITING **VS.** PERSUASIVE WRITING

INTRODUCTION TO ARGUMENT WRITING

RHETORICAL TRIANGLE

Directions: Read President Abraham Lincoln's speech, then identify all of the elements of the rhetorical triangle for the selection. You may write your notes on this sheet of paper.

The Gettysburg Address

DELIVERED BY PRESIDENT ABRAHAM LINCOLN

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

INTRODUCTION TO ARGUMENT WRITING

UNDERSTANDING RHETORIC

Directions: Read an informational text passage, then identify all of the elements of the rhetorical triangle for the selection.

SPEAKER: Who is the author/speaker of the text?

AUDIENCE: Who is the intended audience for this speech?

SUBJECT: What is speech mostly about?

CONTEXT: What was happening in the plot at the time this speech was given?

PURPOSE: Why do you think the speaker gave this speech?

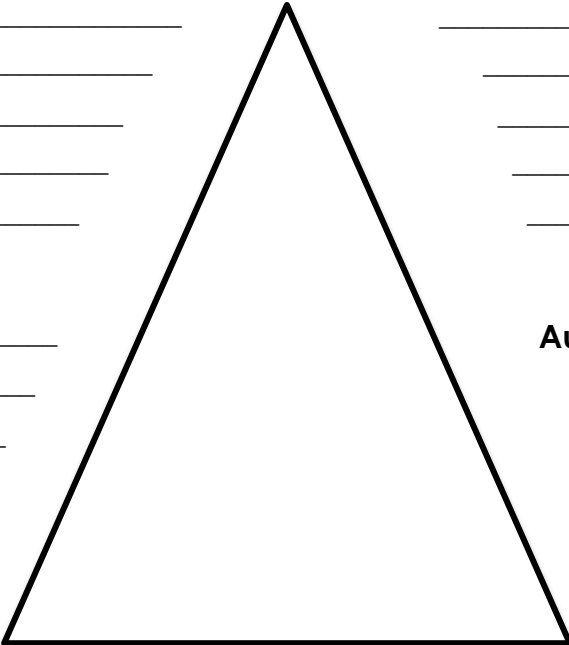
Speaker: _____

Context: _____

Purpose: _____

Subject: _____

Audience: _____



Summary: _____

INTRODUCTION TO ARGUMENT WRITING

UNDERSTANDING NONFICTION

Directions: Fill in all of the boxes in this chart by thinking about the author's choice of words.

FOCUSING ON

WORD CHOICE

Write down key words from the text that help you understand meaning.

TITLE:

AUTHOR:

FOCUSING ON PURPOSE

Identify & explain the author's purpose.

THE TONE

☐

FORMAL

☐

INFORMAL

How does the author's word choice affect the tone?

ANNOTATION GUIDE

- Underline key points.
- [Place brackets around important chunks of text]
- * Asterisk to write comments in margins
- Circle unfamiliar words
- ? Next to ideas you don't understand
- ! Next to ideas that surprise you
- Write "EX" next to the author's examples
- Draw an arrow → to make connections

CONTEXT

What does word choice reveal about the context of the piece?

WRITE AND ILLUSTRATE THE MOST POWERFUL WORD

WRITING AN ARGUMENT ESSAY ASSIGNMENT SHEET

DIRECTIONS: Write an argument essay that convinces your audience to acknowledge your claim is valid. Make sure you provide sufficient reasoning and evidence to support your claim. To be more convincing, be sure to use ethos, (a little bit of) pathos, and logos to convince your audience.

ETHOS – appeal to credibility or character

(be an honest and trustworthy expert on your subject)

PATHOS – appeal to emotion

(make the audience act on their emotions and how they feel)

LOGOS – appeal to logic or reason

(using facts, figures, and statistics to support your argument)

ARGUMENT ESSAY PROMPT

After looking at the various argument writing prompts and topics, write the topic that you select below.

IMPORTANT DATES TO REMEMBER

Essay Brainstorming Due: _____

Essay Outline Due: _____

Essay Rough Draft Due: _____

Essay Final Draft Due: _____

Number of sources needed: _____ electronic _____ print

USE THIS SPACE TO WRITE IMPORTANT ESSAY INSTRUCTIONS

INTRODUCTION TO ARGUMENT WRITING

INVESTIGATE A TOPIC

Directions: Write your topic in the center of the organizer. Then, come up with four questions you have about your topic. Through the research and investigation process, answer the questions.

QUESTION:		QUESTION:	
	TOPIC		
QUESTION:		QUESTION:	

INTRODUCTION TO ARGUMENT WRITING

EVIDENCE ORGANIZER

Directions: As you read through your research, write down important facts and quotes that support each side of the argument.

Topic:

Pro (Yes)		Con (No)	
Source	Evidence	Source	Evidence

INTRODUCTION TO ARGUMENT WRITING

WRITING A THESIS STATEMENT

Directions: Following the steps of argumentative writing, complete this worksheet to establish a thesis statement for your argumentative essay.

STEP 1: Investigate a topic. Collect and evaluate evidence

Topic: _____

POSITION 1 (PRO)

POSITION 2 (CON)

STEP 2: Establish a position/claim (this is YOUR opinion about the topic)

Claim: _____

STEP 3: Brainstorm your thesis

What is your claim? _____

What are your arguments?

1. _____ 2. _____ 3. _____

What is the opposing argument? _____

Write a single sentence that captures your claim, your main arguments, and the opposing argument. (These arguments should be the topics of your body paragraphs.)

THESIS: _____

INTRODUCTION TO ARGUMENT WRITING

THE COUNTER ARGUMENT

Directions: Argument essays need to address the opposing viewpoint. Follow the organizer to plan your counter argument.

- 1.** First, think about what supporters from the other side think.

SOME PEOPLE MAY THINK THAT

- 2.** Then, list as many reasons you can think of that support their argument.

LIST OPPOSING SIDE'S REASONS

BECAUSE

- 3.** Now it's time to crush their argument.

HOWEVER, THIS CLAIM IS INVALID BECAUSE....

THINK OF A REASON THAT SUPPORTS YOUR CLAIM
AND PROVES THAT OTHER SIDE IS WRONG.

- 4.** Finally, write a great topic sentence for your counterclaim paragraph.

COUNTERCLAIM PARAGRAPH TOPIC SENTENCE

THE ART OF ARGUMENT WRITING

ARGUMENT ESSAY OUTLINE

I. INTRODUCTION

- a. Hook (*grab your audience's attention with something other than a question. You can use an anecdote, a quote, a universal thought or theme, or an observation*)
- b. Background information (*information relevant to the subject. Why would people want to read this? Why is it important?*)
- c. Thesis

II. COUNTER ARGUMENT

- a. Topic Sentence (*explain that other people have a different belief*)
- b. Reason for why someone might think this
- c. Reason proving they are wrong
- d. Explanation for why they are wrong
- e. Transition sentence

III. BODY PARAGRAPH 2 (FIRST ARGUMENT THAT SUPPORTS YOUR CLAIM)

- a. Topic Sentence
- b. Example/evidence supporting your topic sentence
- c. Explanation of example/evidence
- d. Example/evidence supporting your topic sentence
- e. Explanation of example/evidence
- f. Example/evidence supporting your topic sentence
- g. Explanation of example/evidence
- h. Transition sentence

IV. BODY PARAGRAPH 3 (SECOND ARGUMENT THAT SUPPORTS YOUR CLAIM)

- a. Topic Sentence
- b. Example/evidence supporting your topic sentence
- c. Explanation of example/evidence
- d. Example/evidence supporting your topic sentence
- e. Explanation of example/evidence
- f. Example/evidence supporting your topic sentence
- g. Explanation of example/evidence
- h. Transition sentence

V. CONCLUSION

- a. Restate the thesis
- b. Final thought (*this is your one last time to fight for your argument to convince people that your point is valid*)

THE ART OF ARGUMENT WRITING

ARGUMENT ESSAY OUTLINE

I. INTRODUCTION

- a. Hook (*grab your audience's attention with something other than a question. You can use an anecdote, a quote, a universal thought or theme, or an observation*)
- b. Background information (*information relevant to the subject. Why would people want to read this? Why is it important?*)
- c. Thesis

II. BODY PARAGRAPH 1 (FIRST ARGUMENT THAT SUPPORTS YOUR CLAIM)

- a. Topic Sentence
- b. Example/evidence supporting your topic sentence
- c. Explanation of example/evidence
- d. Example/evidence supporting your topic sentence
- e. Explanation of example/evidence
- f. Example/evidence supporting your topic sentence
- g. Explanation of example/evidence
- h. Transition sentence

III. BODY PARAGRAPH 2 (SECOND ARGUMENT THAT SUPPORTS YOUR CLAIM)

- a. Topic Sentence
- b. Example/evidence supporting your topic sentence
- c. Explanation of example/evidence
- d. Example/evidence supporting your topic sentence
- e. Explanation of example/evidence
- f. Example/evidence supporting your topic sentence
- g. Explanation of example/evidence
- h. Transition sentence

IV. COUNTER ARGUMENT

- a. Topic Sentence (*explain that other people have a different belief*)
- b. Reason for why someone might think this
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- d. Explanation for why they are wrong
- e. Transition sentence

V. CONCLUSION

- a. Restate the thesis
- b. Final thought (*this is your one last time to fight for your argument to convince people that your point is valid*)

THE ART OF ARGUMENT WRITING PEER EDITING FORM

Peer Reviewer Name: _____ Essay Topic: _____

Essay Thesis: _____

	Yes	No	Comment
ORGANIZATION			
Is there a title?			
Are paragraphs used? Is each paragraph indented?			
INTRODUCTION			
Is there an attention getter in the first sentence of the paper?			
Does the author include background information informing the audience about the topic?			
Is there a thesis statement?			
Is the thesis statement the last sentence of the paragraph?			
BODY PARAGRAPHS			
Is there a quotation in every body paragraph?			
Does each body paragraph provide evidence supporting the topic sentence and claim?			
Is the evidence cited properly? "quote" (#).			
After the quote, is there some sort of explanation of the T.S.?			
Does the paper have a counter argument?			
CONCLUSION			
Does the writer restate the thesis?			

Circle the below errors in the paper you are peer editing and make the necessary corrections.

- Contractions (don't, won't, he's, can't, should've, etc.)
- Slang (wanna, coulda, gonna, etc.)
- 1st and 2nd personal pronouns (I, me, we, you, your, you're)
- Numbers 1-10 are spelled out and numbers 11 and higher are written as numbers
- Spelling errors
- Grammatical errors

ARGUMENT ESSAY GRADING RUBRIC

Introduction	10	8	6	4	2
	The intro contains an interesting hook, adequate background info, and an accurate thesis	The intro contains a hook, adequate background info, and a thesis	The intro is missing the hook or some of the background info	The intro is missing the thesis	There is no introduction
Conclusion	10		6		2
	The conclusion restates the thesis and includes a final thought		The conclusion restates the thesis		There is no conclusion
Organization	10	8	6	4	2
	The paper is organized in a logical manner	There are a couple minor organizational errors	There are a few organizational errors	There are major organizational errors	The paper lacks organization
Ideas	30	24	18	12	6
	The ideas, supporting evidence, and explanation support the claim exceptionally well	The ideas, supporting evidence, and explanation support the claim	The ideas, supporting evidence, and explanation are inadequate or slightly off topic –slightly supportive	The paper contains some ideas and supporting evidence, but it is not relevant to the topic	The paper lacks any ideas, supporting evidence, and explanation
MLA Format	10	8	6	4	2
	There are no MLA formatting errors.	There are a couple minor MLA formatting errors	There are a few minor MLA formatting errors	There are major MLA formatting errors	The paper is not in MLA format
Grammar	20	16	12	8	4
	There are no grammatical errors	There are a couple minor grammatical errors	There are a few minor grammatical errors	There are a few major grammatical errors	The grammatical errors make it difficult to read
Counter Argument	10		6		2
	The counter argument is addressed, supported with concrete details, and debunked with persuasive writing		The counter argument is addressed and somewhat debunked with persuasive writing		There is no counter argument

Comments: _____

Total Score

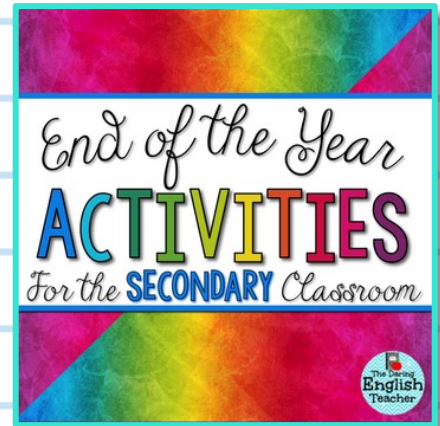
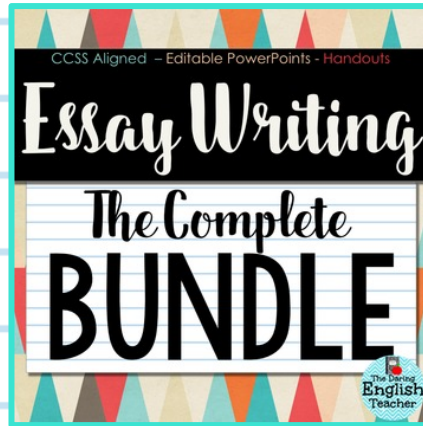
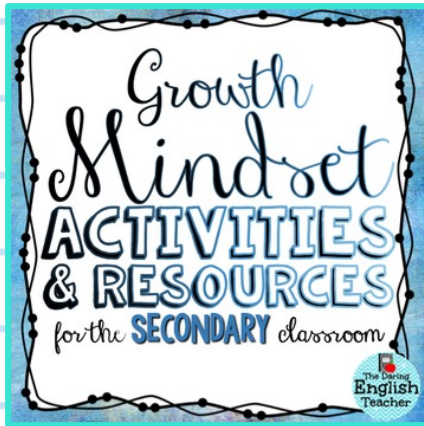
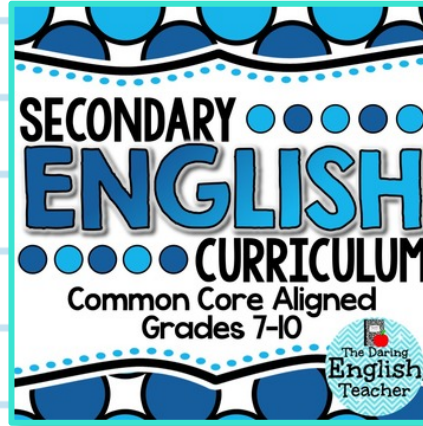
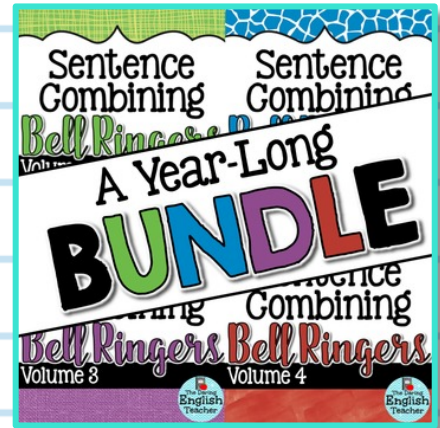
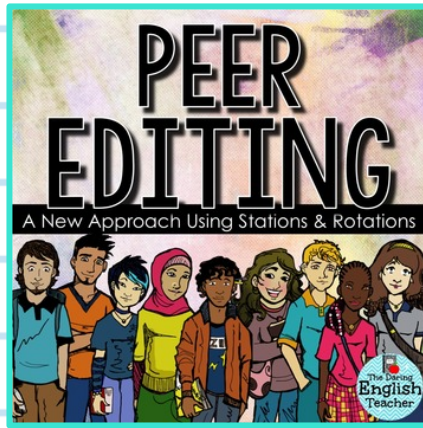
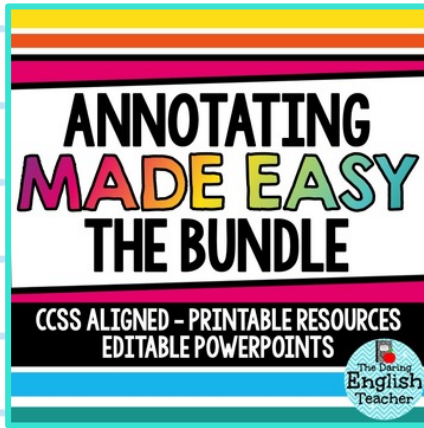
ARGUMENT ESSAY GRADING RUBRIC

Introduction					
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Conclusion					
	The conclusion restates the thesis and includes a final thought		The conclusion restates the thesis		There is no conclusion
Organization					
	The paper is organized in a logical manner	There are a couple minor organizational errors	There are a few organizational errors	There are major organizational errors	The paper lacks organization
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	The counter argument is addressed, supported with concrete details, and debunked with persuasive writing		The counter argument is addressed and somewhat debunked with persuasive writing		There is no counter argument

Comments: _____

Total Score

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