

Argument Text

Introduction to an Argument text

An argument text has three parts to it:

- **Introduction:** tell your readers what you will be talking about (framework 1)
- **At least 3 body paragraphs:** explain what you base your ideas on and share what others believe that is different to your own belief (framework 2 and 3)
- **Conclusion:** reiterate your point of view. Tell the reader what you have just told them but in a really simple way (you will do this in framework 4)

First framework (lesson)

1. Getting started.

What really matters to you?

Choose something that REALLY MATTERS TO YOU. Something that you feel strongly about. An argument text is 'you' trying to persuade someone about your opinion or belief. Think carefully about the purpose of your writing and actively seek to challenge your assumptions or perceptions, this will enable you to make your purpose clear and help you share your work with confidence.

Tasks:

- **DO YOUR RESEARCH.** Know what you are talking about. Gather lots of information before you start. Start your research now! Keep a record of all your articles, books, online websites, etc.
- **Make a statement about your topic.** For example, "*Should chickens be kept in cages?*" or "*Is it realistic to ensure our drinking water is protected from all pollutants?*". This becomes your **title** or **opening statement**. Your opening statement is a sentence which states the main ideas of your argument. This will guide you in your writing and help you stay on track.
- **Build your paragraph.** Hold onto your original feelings about this topic and ask, "Why am I writing this?" When you have found the answer to this question you have found the purpose of your argument. Write a paragraph about what your feelings are regarding this topic. Finish this paragraph by restating your opening statement.

Second framework (lesson)

2. Arguments for

Begin building your argument using easy to understand facts from your research.

Tasks

- Make a point. Be reasonable and logical. Keep it clear. Use words like, firstly, secondly and finally
- Give an example and repeat it in another way that is interesting
- Use language such as - because, since, so that, then, therefore, whereas, etc.
- Don't be too emotional - be factual

You are going to convince or persuade your reader to take sides with you on this matter using facts that you have gathered through your research. If you need to write more than one paragraph, make sure that each paragraph you write has a lead in from the previous one you wrote. This will help the reader make sense and lead them into each paragraph having a good understanding of your topic.

Third framework (lesson)

3. Arguments against

Write a paragraph about the opposing ideas and give evidence for the different points of view, perspectives and assumptions. After completing your research, you will have noticed that other people think differently to you.

Tasks

Counter paragraph - needs to have an 'against' position

- State an opposing view to your opinion. Expand on this point and try to give an example or examples and have facts to support it
- Finish your paragraph that links back to the original statement

Write about this in a way that is respectful and lets the reader know you understand the other point of view but don't agree with it entirely.

Your writing should allow open debate about these issues so that it leads into healthy discussions.

Fourth framework (lesson)

4. Write a conclusion

This is your last chance to really make your argument crystal clear.

Tasks

- Use a variety of sentences, simple, compound and complex.
- Make this the most convincing part of your writing. Convince your friends, family and teacher.
- Don't overuse words, keep it simple and to the point.

In the conclusion you can use words like in conclusion, in summary, in addition to, furthermore, besides or also. Be sure to use good language.

Make a difference!

Fifth framework (lesson)

5. Editing

Now the real test! Is what you have written really going to convince someone else to believe you?

Because you have been so passionate about your argument you may have skipped some important information. Take a break from writing for at least a day or two. Sometimes leaving your work for a couple of days allows your brain to disconnect and then view your work from a different and fresh angle. By doing this you will be able to pick up mistakes or inconsistencies quicker. Your fresh mind will also give you new ideas to improve your work. It's worth it!

Check

- Have you quoted material and need to acknowledge this?
- Does your work make sense?
- Does it flow from one thought to the next?
- Are the facts consistent with the goals you set in your learning intentions?
- Remember to refer to the editing checklist

Key Competencies for reflection, evaluation or assessment

It is up to you how you use this resource. It may serve simply as a guide for your students or lean more towards an evaluation and assessment for learning.

The objective of this resources is simply to support you and save you time.

Feel free to do with it as you please, re-write for different age groups or adapt with your own style.

Key Competencies *Thinking*

4th level:

I have spent significant time thinking critically about the purpose of my writing and actively sought to challenge my own assumptions or perceptions to make sure my purpose is clear and I can share it with confidence. My argument is convincing.

3rd Level:

I have spent some time thinking about the purpose of my writing and sought to challenge my own assumptions or perceptions to make sure my purpose is clear and I can share it with confidence. My argument is convincing.

2nd Level:

I didn't spend enough time thinking about the purpose of my writing or challenge my assumptions or perceptions which has made me feel a little less confident in presenting my ideas. My writing could be more convincing.

1st level:

I didn't spend enough time thinking about the purpose of my writing or challenge my assumptions or perceptions which has made me feel unsure about the quality of my work. I didn't enjoy sharing my work with others. I know I could have done better.

Key Competencies *Thinking*

4th Level:

I have actively sought to create a powerful opening using my knowledge and intuitions about a subject I am passionate about. My audience was fully engaged and inspired to action.

3rd Level:

I tried hard to create a powerful opening using my knowledge and intuitions about a subject I am passionate about. My work promoted ongoing discussions with the audience.

2nd Level:

I didn't spend enough time developing my knowledge and intuitions to create a powerful opening. But overall, I feel I made enough impact on my audience to get them thinking about my topic.

1st Level:

I didn't spend enough time developing my knowledge and intuitions to create a powerful opening. My audience got a bit lost in its meaning and purpose.

Key Competencies

Using language, symbols, and texts

- **4th Level:**

I have applied my knowledge, research, experience, and intuition to express my opinions with clarity and strength. I am developing my understanding of how words, images, language, and symbols affect people's interpretation of my writing and how this determines the impact for my readers.

- **3rd Level:**

I have applied my knowledge, research, experience, and intuition to express my opinions with clarity and strength. I have a better understanding of how words, images, language, and symbols affect people's interpretation of my writing and how this may impact on my readers.

- **2nd Level:**

I have applied my knowledge, research, experience, and intuition to express my opinions with growing confidence. I have some understanding of how words, images, language, and symbols affect people's interpretation of my writing and how this may impact on my readers.

- **1st Level:**

I have not applied my knowledge, research, experience, and intuition well enough to express my opinions with confidence. I have little understanding of how words, images, language, and symbols affect people's interpretation of my writing and how this may impact on my readers.

Key Competencies - *Relating to others*

4th Level:

I am aware that my opinions are not always held by others in the same way. I have demonstrated a willingness to be open to the opinions of others so that I can learn, negotiate and sharpen my argument. I have strong my relationships with others as a result.

3rd Level:

I am aware that my opinions are not always held by others in the same way. I am gaining skills of negotiation, showing respect, and listening actively to the opinions of others to sharpen my argument. My relationship with others are growing.

2nd Level:

I have a growing appreciation that my opinions are not always held by others in the same way. I am beginning to understand how to negotiate, show respect and actively listen to the opinions of others to sharpen my argument. My relationship with others is improving.

1st Level:

I feel confident in my own opinions and rarely listen to the opinions of others, especially if I feel there is a direct challenge to my thinking. I try to be respectful the opinions of others but don't pay too much which means my writing tends to be biased and tends to only show my opinions. My relationship with others can at times be stressful.

Key Competencies - Relating to others**4th Level:**

I have interacted with a diverse range of people with an attitude of respect, a willingness to listen, and thought about the appropriate ways to deal with the different opinions of others. I am aware of how my words and actions affect others and have acted appropriately without compromising my own position, thoughts, feelings, or intuitions.

3rd Level:

I have interacted with a diverse range of people with a growing attitude of respect, a willingness to listen, and thought about the appropriate ways to deal with the different opinions of others. I have a growing awareness of how my words and actions affect others and have done my best to act appropriately without compromising my own position, thoughts, feelings, or intuitions.

2nd Level:

I have interacted with a small range of people with a growing attitude of respect, but I sometimes lack a willingness to listen to others when their opinions differ from my own. I have a growing awareness of how my words and actions affect others but often fail to act appropriately without compromising my own position, thoughts, feelings or intuitions.

1st Level:

I haven't interacted with other people because I like to work on my own as a way of avoiding having my ideas challenged. I have a growing awareness of how my words and actions affect others so tend to keep my position, thoughts, feelings or intuitions private.

Key Competencies - *Relating to others*

4th Level:

My relationship and discussion with others have allowed me to think in new ways, come up with new perspectives, and broaden my understanding of the topic.

3rd Level:

My relationship and discussions with others is improving my ability to think in new ways, come up with new perspectives, and broaden my understanding of the topic.

2nd Level:

My relationship and discussion with other people can be challenging but I am learning to accept that I can gain new perspectives and broaden my understanding of a topic by spending more time listening to the opinions of others.

1st Level:

I find it difficult to enter a discussion with other people especially if their opinions are different to mine. I need to listen to the opinions of others so that I can gain new perspectives and broaden my understanding of a topic.

Key Competencies - *Participating and contributing*

4th Level:

I have communicated my ideas with composure, confidence, and purpose with the intention of having an impact on my community, whanau, school, or family. I have created an opportunity for others to participate and contribute to significant issues affecting the lives of our community, whanau, school, or family.

3rd Level:

I am gaining confidence in communicating my ideas with composure, confidence, and a purpose with the intention of having an impact on my community, whanau, school, or family. I am gaining confidence and knowledge on how to create opportunity for others to participate and contribute to significant issues affecting the lives of our community, whanau, school, or family.

2nd Level:

I am beginning to grow in confidence by communicating my ideas with purpose with the hope of having an impact on my community, whanau, school, or family. I am beginning to grow in confidence and knowledge on how to create opportunity for others to participate and contribute to significant issues affecting the lives of our community, whanau, school, or family.

1st Level:

I have little confidence in communicating my ideas and often feel there is little purpose in sharing because I don't think it will have any impact on my community, whanau, school, or family. I have little confidence and knowledge about how to create opportunity for myself and others so we can participate and contribute to significant issues affecting the lives of our community, whanau, school, or family.

Key Competencies - *Participating and contributing***4th Level:**

I have a sense of belonging because I could communicate my ideas with passion while balancing my responsibilities, rights, and roles as a unique individual without harming the quality and sustainability of social, cultural, physical, or economic environments.

3rd Level:

I have a growing sense of belonging because I am getting better at communicating my ideas with passion while balancing my responsibilities, rights, and roles as a unique individual without harming the quality and sustainability of social, cultural, physical, or economic environments.

2nd Level:

I have some sense of belonging but struggle to communicate my ideas with passion while balancing my responsibilities, rights, and roles as a unique individual without harming the quality and sustainability of social, cultural, physical, or economic environments.

1st Level:

I have little to no sense of belonging and struggle to communicate my ideas with passion while balancing my responsibilities, rights, and roles as a unique individual without harming the quality and sustainability of social, cultural, physical, or economic environments.

Key Competencies *Managing Self***4th Level:**

I understand the importance of quality work and have a 'can-do' attitude towards what I set out to complete. I set high standards for myself and spend considerable time revising my work for the best possible impact and overall quality.

3rd Level:

I have a growing understanding of the importance of quality work and have a 'can-do' attitude towards what I set out to complete. I set high standards for myself and spend reasonable time revising my work for the best possible impact and overall quality.

2nd Level:

I have some understanding the importance of quality work and generally have a 'can-do' attitude towards what I set out to complete. I set reasonable standards for myself and spend some time revising my work for impact and overall quality.

1st Level:

I have poor understanding of the importance of quality work and generally don't have a 'can-do' attitude towards what I set out to complete. I set low standards for myself and spend little time revising my work for impact and overall quality.

Key Competencies - Managing Self**4th Level:**

I have a high level of motivation and stay authentic to my original purpose. I was flexible enough to follow the lead of others, act independently, or, when appropriate, lead. This all had a significant impact on how I managed by goals, met challenges, and self-assessed my work.

3rd Level:

I have a good level of motivation and stay authentic to my original purpose. I was flexible enough to follow the lead of others, act independently, or, when appropriate, lead. This had some impact on how I managed by goals, met challenges, and self-assessed my work.

2nd Level:

I have a low level of motivation but remained authentic to my original purpose. I was not flexible enough to follow the lead of others, act independently, or, when appropriate, lead. This lessened the effectiveness of how I managed by goals, met challenges, and self-assessed my work.

1st Level:

I have a low level of motivation and did not stay authentic to my original purpose. I was not flexible enough to follow the lead of others, act independently, or, when appropriate, lead. This all had a detrimental impact on how I managed by goals, met challenges, and self-assessed my work.

Teachers are incredible! You're one of them #-)