An effective argument has many parts—including clear, well-supported claims, credible evidence, a rebuttal of counterclaims, and a strong conclusion. The books in the informative series State Your Case takes readers through the parts of an argument, illustrating each concept using relatable examples. Each title then allows readers to use what they have learned to evaluate the strength and credibility of arguments about a variety of issues, from homework requirements and school sports spending to robots in the workforce and healthy food choices.

Students in Grade 6 to 8 need to be able to evaluate arguments and evidence to decide which claims are credible and which are not. The lessons in the State Your Case Teacher’s Guide will help students begin to form opinions, examine features of an argument, decide what makes a strong argument, and determine if they agree with the evidence presented. They will take sides, justifying their opinion with credible evidence, and present rhetorical arguments using research, emotion, and logical evidence. Reading about current issues from a variety of disciplines from opposing viewpoints will highlight their critical thinking skills.

In the lessons in this guide, students explore themes and issues across science, technology, social studies, health and nutrition, and the arts; and develop the tools needed to craft their own summarizing arguments. There is no fence sitting. There is debate, engagement, questioning, and ultimately, synthesizing of arguments presented. Students have the chance to process evidence presented on highly debated topics, and come away with a broader knowledge of crafting facts and opinions into substantial, valid, credible arguments. The lessons in this guide follow a sequential order and are intended to be taught as such, to scaffold understanding.

The books in the State Your Case series include:

- Evaluating Arguments About Animals
- Evaluating Arguments About Education
- Evaluating Arguments About the Environment
- Evaluating Arguments About Food
- Evaluating Arguments About Sports
- Evaluating Arguments About Sports and Entertainment
- Evaluating Arguments About Technology
Lesson Plan Title | Pacing
--- | ---
1. Crafting Your Claims: Introductions Count, and Clincher Conclusions | 2 class periods*
2. Rhetorical Response: Creating an Argumentative Paragraph | 3-4 class periods
3. Two Sides to an Issue Debate: Using “In Summary—For and Against” feature | 2 class periods
4. State Your Own Case: Crafting a Persuasive Essay | 4-5 class periods

* 1 class period = 40-60 minutes

The following are vocabulary examples that when defined and applied can be used in effective persuasive writing and oral texts. They are drawn from across the series.

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>augmented reality</td>
</tr>
<tr>
<td>automation</td>
</tr>
<tr>
<td>biodiversity</td>
</tr>
<tr>
<td>compulsory</td>
</tr>
<tr>
<td>conservation</td>
</tr>
<tr>
<td>consumer watchdog</td>
</tr>
<tr>
<td>contaminants</td>
</tr>
<tr>
<td>counterclaim</td>
</tr>
<tr>
<td>debate</td>
</tr>
<tr>
<td>epidemic</td>
</tr>
<tr>
<td>epidemiology</td>
</tr>
<tr>
<td>essay</td>
</tr>
<tr>
<td>evidence - physical and behavioral feedback</td>
</tr>
</tbody>
</table>
ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

**Instructional Strategies**
- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information.
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provided model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

**Environmental Strategies**
- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

**Assessment Strategies**
- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology
LESSON 1
Crafting Your Claims:
Introductions Count, and Clincher Conclusions

Curriculum Correlations

Common Core State Standards
Reading
RI.6.1, RI.6.2, RI.6.6, RI.6.8
Writing
W.6.1 (A-E), W.6.9 (B)
WHST.6-8.1 (A-E), WHST.6-8.2 (B-F), WHST.6-8.3,
WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7,
WHST.6-8.8, WHST.6-8.9
Ontario Language Arts
Grade 6-8 Reading
1.4, 1.5, 1.8, 1.9, 2.1
Grade 6-8 Writing
Overall Expectation 1, 2.5
Grade 6-8 Media Literacy
1.2

Setting the Stage

Read the first and last line of a famous book, speech, poem, text.
• Teacher could choose a text already read by the class, or an recognizable work
  such as Martin Luther King Jr., Gandhi, Maya Angelou, Harry Potter, A Christmas Carol,
  Dr. Seuss, etc.

Discuss how a first and last sentence can help focus the reader as to the tone and emotion of a
piece, or set the stage for a passionate plea about an issue.

Give an idea of the people and places involved in the context of the piece chosen to improve
student understanding. Use the example to show how the introduction and conclusion
conveyed a message in that specific work.

Activity #1

Introductions

“Ways to HOOK your reader in an INTRODUCTION”

Start with a:
Question
Feeling/Emotion
Sound
Exclamation
Complaint
Repetition
Description

List of Adjectives.. related to the topic

Place students in pairs. Each pair uses one title from State Your Case and chooses one of the
issues from the text to focus on.

Each pair attempts to write an introductory sentence from each of the suggested hook lists
above (30 minutes). Pairs should brainstorm as many introductory sentences as possible. They
should decide which sentence has the most power for the intended audience and their belief
about the issue.

Pairs should share their best sentence with another pair and critique.

Provide students with the following prompts:
• Does the introductory sentence capture my attention?
• Am I able to identify the issue being presented and the arguer’s belief from the
  introduction?
• Am I able to identify with type of hook that was chosen?

Materials

• State Your Case texts
• Speech summary from a famous book or talk, with introduction and conclusion
• Exit Pass (8.5 X 11 paper cut into quarters or small index cards)
• Cohesive Devices list of words shown on Smartboard or display screen
• Chart paper or projected document with INTRODUCTION and CONCLUSION prompts (see lesson plan)

Objectives

Students will be able to:
• Craft effective introductions and conclusions that provide anticipation and closure to persuasive arguments.
Activity #2

Conclusions
Display chart paper or project document with the following text:

“Ways to HAMMER HOME your point in a CONCLUSION”
Re-State your Opinion/Core Argument
Repeat a Quote or Point from your writing
Hit the Reader with an emotional appeal (pathos - discussed in Lesson 2)
Direct Call to action

Display Cohesive Devices list of words.

Change partners, change issues, and this time think of writing a conclusion to an argument in a persuasive piece

Each pair attempts to write a concluding paragraph about five sentences long, that leaves your target audience with a clear understanding of how they are meant to feel or act after your core argument and evidence is presented (30 mins)

Remind students that they can use the tips given above. They could incorporate more than one technique from the list shared in the first class. Guide students:

• If you do incorporate a technique, this time highlight each technique in the paragraph.
• Use some of the transition and conclusion words from the Cohesive Devices list to frame your concluding sentences.

Invite students to share their paragraphs with another pair—a different one that they have not yet worked with. Instruct students to not share the techniques they used. Ask students:

• Were your fellow students able to identify your techniques?
• Did they understand what emotion or action your final thought was meant to instill in the audience?

Extensions

• Challenge students to write the introduction and conclusion for the same issue, but from the opposing viewpoint.

Wrap-Up

Have students share their introduction and conclusion sentences. Have the class guess the technique as a sentence is shared.

Hand out blank exit cards and display question for students to answer:

• Give one example of a way or technique to hook an audience in a persuasive piece, and one example of a technique to conclude an argument in a persuasive piece.

Assessment

Assess exit card answer for student knowledge. Check for understanding of at least one technique for an introduction and conclusion.
### List of Cohesive Devices

<table>
<thead>
<tr>
<th>Cohesive Devices</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comparison</strong></td>
<td>Also, equally, similarly, likewise, compared with</td>
</tr>
<tr>
<td><strong>Addition</strong></td>
<td>and, also, furthermore, too, what is more</td>
</tr>
<tr>
<td><strong>Exemplification</strong></td>
<td>for example, for instance, to illustrate, such as, namely</td>
</tr>
<tr>
<td><strong>Sequencing</strong></td>
<td>first, second, next, then, after</td>
</tr>
<tr>
<td><strong>Result</strong></td>
<td>so, therefore, as a result, thus, because</td>
</tr>
<tr>
<td><strong>Contrast</strong></td>
<td>in comparison, in contrast, instead, on the contrary, conversely</td>
</tr>
<tr>
<td><strong>Qualifying</strong></td>
<td>but, however, although, except, unless</td>
</tr>
<tr>
<td><strong>Reformulation</strong></td>
<td>in other words, put more simply, that is to say, rather, in simple terms</td>
</tr>
<tr>
<td><strong>Highlighting</strong></td>
<td>in particular, especially, mainly, particularly, above all</td>
</tr>
<tr>
<td><strong>Transition</strong></td>
<td>turning to, with regard to, with reference to, as far as X is concerned</td>
</tr>
</tbody>
</table>
LESSON 2
Rhetorical Response:
Creating an Argumentative Paragraph and /or Poster

Curriculum Correlations

Common Core State Standards
Reading
RI.6.1, RI.6.2, RI.6.6, RI.6.8
Writing
W.6.1 (A-E), W.6.9 (B)
WHST.6-8.1 (A-E), WHST.6-8.2 (B-F), WHST.6-8.3,
WHST.6-8.4, WHST.6.8-5, WHST.6-8.6, WHST.6-8.7,
WHST.6-8.8, WHST.6-8.9

Ontario Curriculum Expectations
Grade 6-8 Reading
1.4, 1.5, 1.8, 1.9, 2.1
Grade 6-8 Writing
Overall Expectation 1, 2.5
Grade 6-8 Media Literacy
1.2

Materials
• State Your Case texts
• Blank or lined paper
• Rhetorical Argument Resources Handout
  - “25 Rhetorical Devices”, and the summary chart of “Rhetorical Strategies” images compiled as a resource sheet either photocopied for students or projected
• Markers, pencil crayons
• Computers
• “Two Stars and a Wish” Peer and Teacher Assessment

Objectives
Students will be able to:
• Create a paragraph or poster that shows understanding of one or more type of rhetorical technique related to an argument or issue.
• Use appropriate vocabulary and supporting images to enhance rhetorical argument.

Setting the Stage
Choose 3-5 examples of rhetorical devices from the 25 shown in the “25 Rhetorical Devices” chart found on the Rhetorical Argument Devices Handout.
Pick a topic from State Your Case to apply these devices to in a modeled writing sample.
Generate “buzz” words from students about the issue to build 5 powerful sentences, using the rhetorical devices, about the topic. The side of the argument doesn’t matter—can be statements from both sides.

Show the chart “Rhetorical Strategies” found on the Rhetorical Argument Devices Handout. Discuss if any of the statements created by students match the focused argument sentences:
• Ethos: Statements driven by a trusted or character or person, who has authority or experience in the topic.
• Pathos: Statements driven by emotions, suffering, or personal values and beliefs.
• Logos: Statements driven by messages about the facts of the topic.

Encourage students to think about which rhetorical strategy they find most compelling or that they think they use a lot in their work.
Activity

Working alone or with a partner, students will use an issue from State Your Case that interests them and that they have a lot of vocabulary and background knowledge about. They will create 5 sentences that summarize the issue and their feelings about it.

Students can choose whether their sentences will be crafted into a paragraph or used as a base for a poster to convince people of the importance of the issue and their message about the issue.

Once the format for their message is chosen, students need to identify whether they can use each of the four rhetorical arguments in their sentences.

- On the back of their work, students need to write the “code” or answers for your sentences. What does each sentence or phrase incorporate—ethos, pathos, or logos?

If students choose a poster, they should incorporate appropriate images for a poster to highlight their chosen rhetorical arguments.

- For example, students might use emojis for pathos; pictures of researchers or doctors for ethos; and large bold words or charts/facts for logos

Extensions

- Students up for a challenge could create two posters or paragraphs from contrasting points of view.
- Advertisements from online content or magazines/newspapers could be shown and students can try and guess from what rhetorical argument the perspective of the ad comes from. Who is the audience and how is the company trying to appeal to them?

Wrap-Up

Split the class into pairs—“Partner A” and “Partner B”.

Partner A explores and reads/observes the paragraphs and posters making constructive honest comments about the work.

Partner B listens to the conversations of Partner A. Listener Partner B writes down on a Post-it note which of the rhetorical arguments they feel Partner A used most in their comments.

Prompt students:

- Did the partner discuss the person that wrote or designed the work?
  E.g. “X always uses bubble letters. I can tell it’s Y because they love animals.” (Ethos)
- Did the partner discuss the emotions the work evoked in them?
  E.g. “I love this poster. This paragraph made me feel angry. I see so many sad things on this poster.” (Pathos)
- Did the partner discuss the words or facts used in the work?
  E.g. “This person didn’t have a lot of facts. I don’t believe this chart is right. They used a lot of powerful negative words.” (Logos)

Without sharing what they thought and wrote down, switch roles. Partner B now looks at the products and narrates their thoughts, Partner A listens and observes. Partner A writes down their partner’s preferred rhetorical argument comment style on a Post-it.

When both partners are done, share their Post-it with the style they feel their partner uses most for commenting. Discuss.

- Do they feel their partner is correct?
- Did the student notice they were using the strategies pointed out by their partner?

Discuss as a class. Any patterns or trends—a lot of one style, not a lot of other? Ask students:

- Is it more valuable to work and argue an issue with someone who shares a rhetorical style with you, or find a partner that thinks in opposing rhetorical styles? This will help spark debate!

Hand students “Two Stars and a Wish” Peer and Teacher Assessment following completion and discussion. Randomly hand out student work to a peer for an assessment. Students should use the assessment handout and return to teacher.

Assessment

Use “Two Stars and a Wish” Peer and Teacher Assessment to assess students’ paragraphs and posters.
RHETORICAL ARGUMENT RESOURCES

<table>
<thead>
<tr>
<th>ETHOS: CHARACTER</th>
<th>PATHOS: EMOTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on:</td>
<td>Focus on:</td>
</tr>
<tr>
<td>• Trustworthiness of the speaker</td>
<td>• Values and beliefs of the audience</td>
</tr>
<tr>
<td>• Reputation of the speaker</td>
<td>• Empathy</td>
</tr>
<tr>
<td>• Credentials of the speaker</td>
<td>• Emotions</td>
</tr>
<tr>
<td>• Experience of the speaker</td>
<td></td>
</tr>
</tbody>
</table>

LOGOS: FACTS
Focus on:
• Words and numbers
• Reason
• Data to support claim

PATHOS: EMOTION
Focus on:
• Values and beliefs of the audience
• Empathy
• Emotions

25 RHETORICAL DEVICES

<table>
<thead>
<tr>
<th>ALLITERATION</th>
<th>Recurrence of initial consonant sounds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALLUSION</td>
<td>Short, informal reference to a famous person or event.</td>
</tr>
<tr>
<td>AMPLIFICATION</td>
<td>Repeating a word or expression while adding more detail to it.</td>
</tr>
<tr>
<td>ANADIPLOSIS</td>
<td>Repetition of word or phrase at or very near the beginning of the next clause or statement.</td>
</tr>
<tr>
<td>ANAPHORA</td>
<td>Repetition of the same word or words at the beginning of successive phrases, clauses, or sentences.</td>
</tr>
<tr>
<td>ANTITHESIS</td>
<td>Contrasting relationship between two ideas.</td>
</tr>
<tr>
<td>ASSONANCE</td>
<td>Similar vowel sounds repeated in successive or proximate words containing different consonants.</td>
</tr>
<tr>
<td>ASYNDeton</td>
<td>Omitting of conjunctions between words, phrases, or clauses.</td>
</tr>
<tr>
<td>CLIMAX</td>
<td>A good-better-best structure.</td>
</tr>
<tr>
<td>EPONYM</td>
<td>Substitutes for a particular attribute the name of a famous person recognized for that attribute.</td>
</tr>
<tr>
<td>EPISTROPHE</td>
<td>Repetition at the end of successive phrases, clauses or sentences.</td>
</tr>
<tr>
<td>EPIZEUXIS</td>
<td>Repetition of words in immediate succession, for vehemence or emphasis.</td>
</tr>
<tr>
<td>ERYTON</td>
<td>Deliberately exaggerates conditions for emphasis or effect.</td>
</tr>
<tr>
<td>EPONYM</td>
<td>A type of metaphore in which the parts stands for the whole.</td>
</tr>
<tr>
<td>PERSONIFICATION</td>
<td>Gives an inanimate (non-living) object human traits and qualities.</td>
</tr>
<tr>
<td>RHETORICAL QUESTION</td>
<td>Asking a question as a way of asserting something.</td>
</tr>
<tr>
<td>RHETORICAL QUESTION</td>
<td>Don’t we all work too much?</td>
</tr>
<tr>
<td>RHETORICAL ARGUMENT RESOURCES</td>
<td>As You Like It.</td>
</tr>
<tr>
<td>RHETORICAL QUESTION</td>
<td>Have you never lied in your life?</td>
</tr>
<tr>
<td>RHETORICAL QUESTION</td>
<td>The stars danced playfully in the moonlit sky.</td>
</tr>
<tr>
<td>RHETORICAL QUESTION</td>
<td>The book cried; everyone ignored it.</td>
</tr>
<tr>
<td>RHETORICAL QUESTION</td>
<td>We spend the time we don’t have.</td>
</tr>
<tr>
<td>RHETORICAL QUESTION</td>
<td>Four wheels on fire.</td>
</tr>
</tbody>
</table>

I liked the way you

I enjoyed reading the part when

It was a great idea to

I was interested by

Maybe you could add

A suggestion would be to
LESSON 3
Two Sides to an Issue Debate:
Using “In Summary—For and Against” feature

Curriculum Correlations

Common Core State Standards
Reading
RI.6.1, RI.6.2, RI.6.6, RI.6.8
Writing
W.6.1 (A-E), W.6.9 (B)
WHST.6-8.1 (A-E), WHST.6-8.2 (B-F), WHST.6-8.3,
WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7,
WHST.6-8.8, WHST.6-8.9

Ontario Language Arts
Grade 6-8 Reading
1.4, 1.5, 1.8, 1.9, 2.1
Grade 6-8 Writing
Overall Expectation 1, 2.5
Grade 6-8 Media Literacy
1.2

Materials

• State Your Case texts
• Two Sides to an Issue Debate: In Summary—For and Against Worksheet
• Two Sides to an Issue Rubric
• Notebook, paper, or editable worksheet online
• Projection tool

Objectives

Students will be able to:
• Summarize the main points of a topic and identify the most to least impactful reasons to support or refute.
• Generate and extract evidence to support main reasons in an argument.
• Identify the strength of arguments for and against a topic.

Setting the Stage

Choose one of the issues that uses the “In Summary—For and Against” feature of the State Your Case texts.

Use it as a guided writing example using the Two Sides to an Issue Debate: In Summary—For and Against Worksheet. Display the worksheet using a projection tool and complete the worksheet together.

Work as a class to identify the main three reasons in order of persuasiveness and importance. Students should fill in those reasons on the worksheet. Then, for each reason, they need to generate a supporting piece of evidence from the text or their own background knowledge.

Work through both parts of the argument, using the same format—three main reasons and a supporting piece of evidence—for the for and against sides.

Activity

Working independently, students choose an issue from the State Your Case texts that use the “In Summary—For and Against” feature.

Hand each student the worksheet Two Sides to an Issue Debate: In Summary—For and Against Worksheet.

Each student works independently to fill in the three main arguments for and against the issue, and a piece of evidence either in the text or generated from background knowledge that supports each reason.
Extensions

• Use some activities to reinforce from the following resource, or look online for other debate formats and issues that can be argued for and against.
  
https://books.google.ca/books/about/Two_Sides_to_Every_Story_eBook.html?id=WJxzVYKp7GcC&redir_esc=y

• If students finish early, they could do another issue.
• Have students create their own summaries of issues that interest them, then switch with a partner and complete the activity using their peers' summaries.

Wrap-Up

Have students either discuss the strengths and challenges of identifying both points of view, or have a writing reflection where students discuss how it felt already having both sides of an issue summarized. Ask students:

• Were they better able to understand the issue because the research and facts were already presented to them?
• Do they prefer this summarizing activity, or would they like researching their own supporting evidence?
• Who do they feel would win a debate about their topic after doing this activity? Why?

Assessment

Collect the worksheets completed and assess, using Two Sides to an Issue Rubric, based on students' reasoning and communication. Return to students before completing Lesson Four to ensure understanding.
## Two Sides to an Issue Debate: In Summary—For and Against

### Argument FOR Supporting

<table>
<thead>
<tr>
<th>Reason 1</th>
<th>Why? Support your reason with evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason 2</td>
<td>Why? Support your reason with evidence.</td>
</tr>
</tbody>
</table>

**Topic**

**What is your opinion on this topic?**

### Argument AGAINST Supporting

<table>
<thead>
<tr>
<th>Reason 1</th>
<th>Why? Support your reason with evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason 2</td>
<td>Why? Support your reason with evidence.</td>
</tr>
</tbody>
</table>

**Topic**

**What is your opinion on this topic?**
# Two Sides to an Issue Rubric

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REASONING</strong></td>
<td>• opinion based • lacking proof or evidence • weak reasons</td>
<td>• some solid reasons • some proof of evidence • reasons with some background information</td>
<td>• solid reasons with evidence of research and topic knowledge • evidence to support the position</td>
</tr>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td>• unclear, lacks purpose • lack of research and knowledge</td>
<td>• some clarity • some issues identified • evidence of some research present</td>
<td>• clearly written • most issues identified and clarified • good evidence of research and knowledge of topic</td>
</tr>
</tbody>
</table>

**Additional Comments:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**LESSON 4**

**State Your Own Case:**

**Crafting a Persuasive Essay**

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**Curriculum Correlations**

**Common Core State Standards**

Reading  
RI.6.1, RI.6.2, RI.6.6, RI.6.8  
Writing  
W.6.1 (A-E), W.6.9 (B)  
WHST.6-8.1 (A-E), WHST.6-8.2 (B-F), WHST.6-8.3, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9

**Ontario Language Arts**

Grade 6-8 Reading  
1.4, 1.5, 1.8, 1.9, 2.1  
Grade 6-8 Writing  
Overall Expectation 1, 2.5  
Grade 6-8 Media Literacy  
1.2

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**Setting the Stage**

Review as a class the parts/features of crafting a persuasive argument. Review what makes a good paragraph and how an introduction and conclusion frame a good essay.

Explain to students that they will write a five-paragraph essay that persuades a target audience about an issue they feel strongly about. Explain criteria to students:

- Each of three body paragraphs will focus on one main reason to support their claim.
- Each body paragraph should only have evidence that supports the reason featured.
- Counterclaims can be addressed in each paragraph only after your reasons and evidence are presented.

Read one of the examples of a persuasive essay in a State Your Case text (E.g., Pg. 30 and 31 State Your Case: Animals, “Why Animals Should be Kept as Pets”)

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**Materials**

- State Your Case texts
- Crafting a Persuasive Essay Worksheet
- State Your Own Case Assessment
- Computers

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**Objectives**

Students will be able to:

- Organize a 5-paragraph essay to persuade a target audience about a message you feel strongly about.
- Outline counterarguments and refute them using evidence and background knowledge about the chosen topic.
- Create an introduction and conclusion that incorporates student rhetorical style.
Activity

Either display these reminders, or create a reference sheet that includes the following information, or reference the relevant pages in the *State Your Case* texts that discuss these concepts.

To display for students:
Taking on one of the issues from *State Your Case*, or generating your own issue, create a persuasive essay that shows your knowledge of the debate and argumentative essay format.

Use the worksheet *State Your Own Case: Crafting a Persuasive Essay* to organize your writing.
  - Remember to recognize your target audience to strengthen your claims.
  - Don’t forget about persuasive rhetoric: Ethos, pathos, logos—identify what rhetorical devices you prefer to use, and powerful word choices that evoke the response you want shown from your message.

**Paragraph One: Introduction**
  - Establish your main message, outline your three main reasons to support your message.

**Paragraphs Two to Four: Body Paragraphs**
Each paragraph includes:
  1. Core argument - your main position that you will try to prove
  2. Claims - statements that support your core argument
  3. Reasons - details that support your claim. They explain why you made the claim.
  4. Evidence - quotation, statistics, facts, supported opinion or background knowledge, recent media/world events.
  5. After evidence is given, can include counterclaims - address opposite viewpoints to respond and prove why your argument is stronger (below are some sentence starters to support that could be displayed or written in a reference sheet...)
    a. Critics argue that... however...
    b. While it might be true that... but in the end...
    c. Others may say that... but I argue...
    d. A common argument against this position is that... but...
    e. It’s easy to think... but when you look at the facts ...
    f. It is often thought... but when you think about....
    g. While some researchers say... nevertheless...

**Paragraph Five: Conclusion**
  - Restate main argument and reasons

Extensions

- Challenge students to develop their argumentative essays into presentations and stage an informal class debate.

Wrap-Up

Invite students to read essays in a round-table format in groups of four to six students. Students who choose not to read their work can be attentive listeners.

Assessment

Teacher collects essays and assesses using *State Your Own Case Assessment*.
Crafting a Persuasive Essay

CORE ARGUMENT

EVIDENCE

BODY PARAGRAPH ONE

COUNTER ARGUMENT

EVIDENCE

BODY PARAGRAPH TWO

COUNTER ARGUMENT

EVIDENCE

BODY PARAGRAPH THREE

COUNTER ARGUMENT
# STATE YOUR OWN CASE ASSESSMENT

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**ADDITIONAL COMMENTS:**

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