

# ONE PAGER: Argument Writing

## Research and Technical Writing

### What

- Students explore the building blocks of an effective argument:
  - What is Argument?
  - [Claim](#)
  - [Reasons](#)
  - [Evidence](#)
  - [Counterclaim and response](#)
  - [Call to action](#) (not always necessary)

### Why

- **Critical Thinking:** Argument turns passive observers to critical thinkers as they analyze a topic, assert a claim, and support their ideas with relevant evidence.
- **Perspective:** Inherent in good argument is the ability to see both sides of an issue. Students gain broader perspective when they see multiple sides of a topic and even start to consider the merits of views contrary to their own. Perspective is an important step toward empathy.

### How

- Please see the [Small Group Activity Options](#) for Argument Writing.

### Final Product: Argumentative (Persuasive) Letter to a Representative

- **RUBRIC:** [STAAR Persuasive Rubric](#) or [HMH Argument Rubric](#) (notice the focus on transitions)
- **ASSIGNMENT:** Students craft a persuasive letter to a local or state representative advocating for a specific cause or action. Students will:
  - **Identify a topic** or issue that interests them from their Notebook Writing and learn more about it.
    - Students should take notes to record what they learn about their topic
    - [Brief overview of how to identify credible websites](#)
  - **Organize their ideas.** Here are some sample graphic organizers:
    - [From HMH](#)
    - [From the Writing Revolution](#)
    - [From Summit Learning](#)
    - [Argument Planning \(HMH\)](#)
  - **Draft their letters**
  - **Review their drafts**
    - Individually - Color code for elements of persuasion
    - With peers
      - [HMH Peer Feedback Routine](#)
      - [HMH Peer Feedback Discussion Frames](#)
  - **Format and send their letters**
    - [Business Letter Format \(HMH\)](#)
    - Find your representatives: [Who Represents Me?](#)