



Argumentative writing versus persuasive writing

Lesson plan		
Learning objectives:	To understand how argumentative writing differs in objective and tone from persuasive writing. To explore and use techniques for developing a balanced argument.	
Lesson objective:	To draft an argument-based response in the style of the coursework portfolio.	
Vocabulary:	Persuade / argue / thesis	
Previous learning:	It's helpful if the persuasive lesson is taught prior to this lesson.	
Plan		
Activities		Resources
Beginning (5 mins)	Spot the Differences. The objective here is for learners to distinguish between persuasive and argumentative writing. Show learners two short extracts on the same topic – one is persuasive, the other is argumentative. In pairs, learners identify key differences: • Use of evidence • Acknowledgement of opposing views • Style (emotive versus logical) Take feedback as a class and record points on board as a comparison table. The key takeaway is that persuasion is convincing with emotion; argument is presenting reasoned viewpoints (pro/con) and drawing conclusions.	Power Point slides Learners could have the extracts and the table on the worksheet to fill in or use the board.
Middle (50 mins)	Explicit teaching of argument formation using information on slides (15 minutes)	Power Point slides

Lesson plan

Introduce the structure of argumentative writing:

- Clear thesis/stance in introduction
- Paragraphs presenting points with evidence
- Counter-argument paragraph(s)
- Short reassertion of stance in conclusion

Reintroduce FEETCRRAMPSS but with additional helpful techniques:

- Logical connectives (however, furthermore, on the other hand, etc.)
- Formal tone

Argument scaffold activity (15 minutes)

Present a reading text (article from Guardian) with a clear argument around technology in schools.

In small groups or pairs, learners identify the key ideas in the argument from the article.

Share responses; and prompt learners to come up with counter arguments – learners make notes.

Independent writing (20 minutes)

Learners create their own plan in response to the task.

Then learners write the introduction, and their opening paragraph.

Circulate and provide formative feedback for development as they work.

Article

End (5 mins)

Thinking in argument

Read (one by one) the list of arguments and asks class to come up with counter arguments.

Now ask learners to respond to the prompt on the slides. The write down 1 thing they have learned today, and they ask 1 question about something they would like to know about creating argument.

Argument prompts on slides.

Lesson plan

Additional Information

Differentiation

As an extension learners write up the full argument they have planned.
Provide written framework for writing an argument if learners need it.

Assessment

Comparison task in starter activity will allow you to judge prior learning.
Provide live feedback during independent writing.
Feedback could also be given in written form for learners to develop from.

Reflection and evaluation

Reflection:

Were the lesson objectives realistic?

What did the learners learn today?

What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings?

What changes did I make from my plan and why?

Summary evaluation

What two things went really well? (Consider both teaching and learning.)

1.

2.

What two things would have improved the lesson? (Consider both teaching and learning.)

1.

2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

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