

The graphic features a light blue background with a white rectangular box in the center. The box has rounded corners and a thin black border. Inside the box, the text "Lesson 2: Argumentation" is written in a bold, blue, sans-serif font. The words "Lesson 2:" and "Argumentation" are each underlined with a thin black line. Surrounding the box are various school-related items: an orange pencil eraser in the top left, a blue pen in the bottom right, and a yellow envelope in the bottom left. In the top right corner, there is a partial view of a document with horizontal lines and the number "1000" at the top.

Lesson 2:
Argumentation

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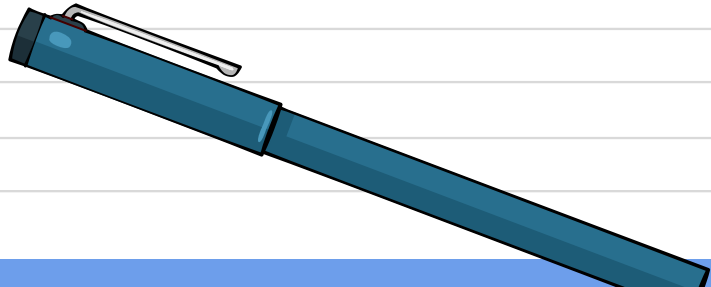
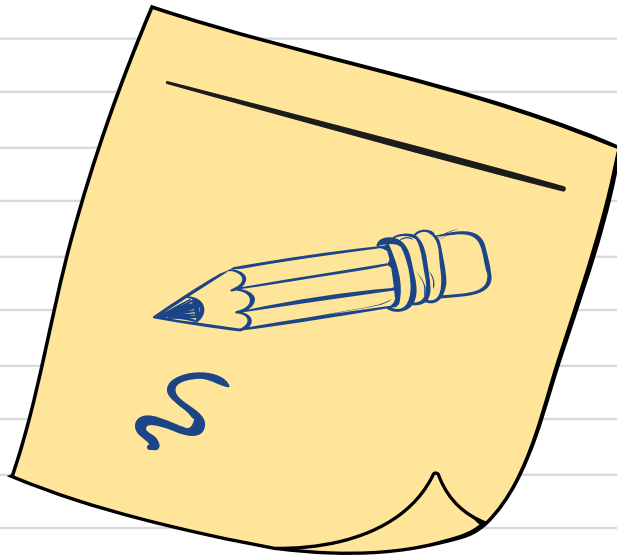
**Ingredients of an
Argument**

03

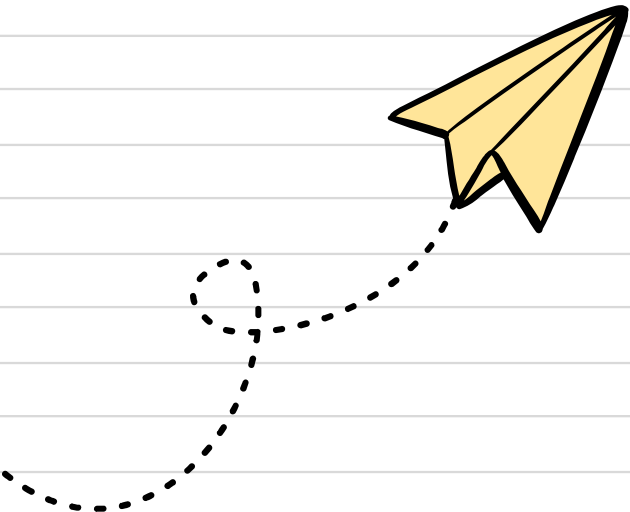
Activity

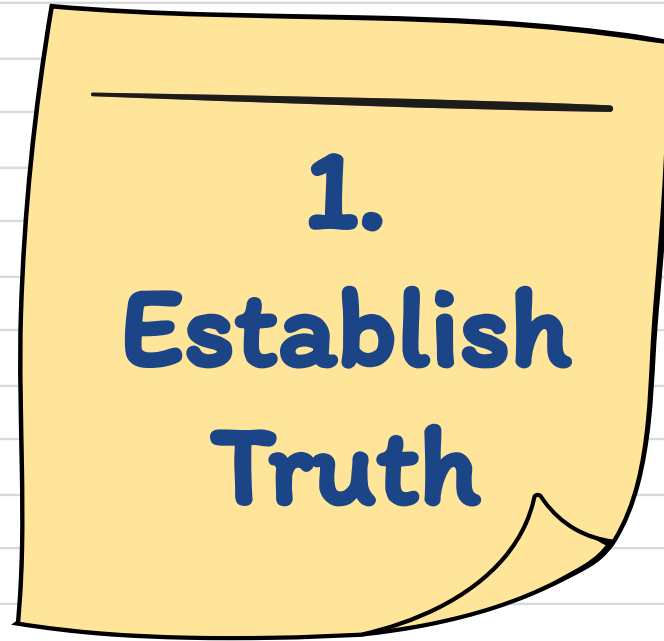


WHAT IS IT!



AN ARGUMENT TRIES TO
DO A COUPLE THINGS





1.

**Establish
Truth**

Establishing Truth

Arguments attempt to identify what is true and identify what is false using logic.

There are many different kinds of arguments, but all of them have **Premises** and **Conclusions**.

Establishing Truth

Premises are ideas or statements that are very **basic** and **intuitive**. Most people should be willing to accept a premise as true for it to be a **strong** premise.

“Humans need food and water to survive” = **Strong**

“Anyone can access food and water by working hard.” = **Weak**

Establishing Truth

Conclusions are less obvious ideas that rely on certain **premises** to be true. A **strong** conclusion has a very **close** and **clear** connection to its premises. It's premises are also all **strong**.

“Humans need food and water to live”

“Food and water costs money”

“You need to be employed to earn money”

“The government must represent the people”

Premises

“**Therefore**, it is important that the government prevents unemployment so people can afford food and water”

Conclusion





2.

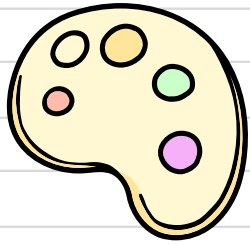
**Persuade
Someone**

Persuading Someone

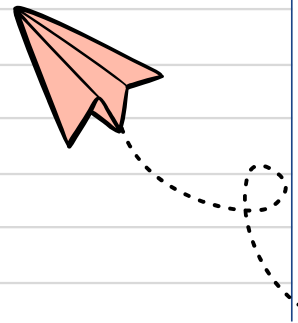
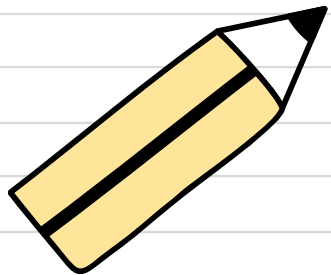
Apart from identifying the truth, arguments also try to **persuade** other people to think something is true as well.

This is very important in debate, because in order to win you need to persuade your **judges**.

Arguments are persuasive when they are **structured, clear, and logically sound**.



**HOW CAN I
MAKE A
PERSUASIVE
ARGUMENT?**





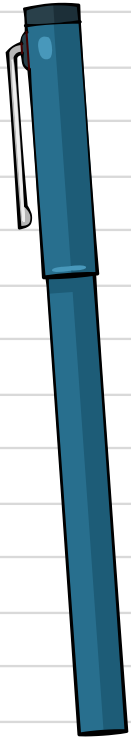
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INGREDIENTS OF AN ARGUMENT

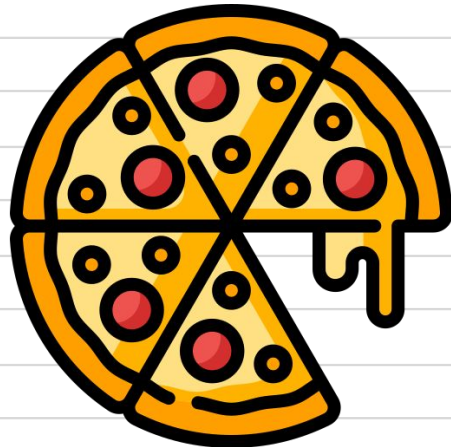


pizza!

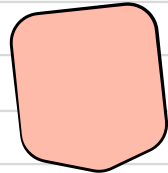




Arguments are
like pizzas...

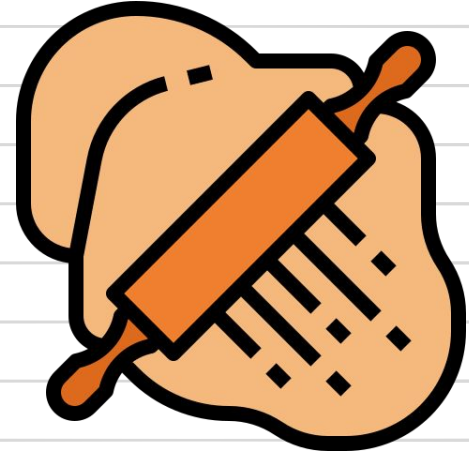


03



Ingredient 1: Claim

- ★ Basic idea that you're claiming as true
- ★ Clear, concise, **first thing you say**
- ★ An argument without a claim is like a movie without a trailer. You have no clue what you are in for.
- ★ In debate, hand everything to your judge on a **silver platter**.



**A claim is like the
dough of a pizza.
Everything else sits
on it. It's the base.**

Ingredient 2: Framing

- ★ Basic truths and background info that needs to be established
- ★ Some frames are very **obvious** and agreeable, some are **less obvious** and need more justification
- ★ **Set up the world** so your **mechanisms** to work.
- ★ Set the stage for why your argument is **important**



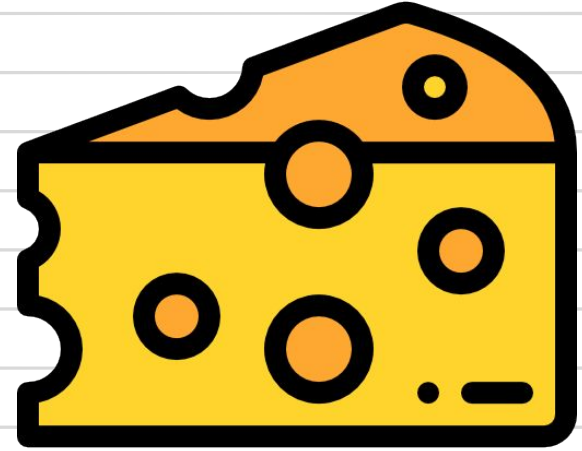
Framing is like the sauce of a pizza. Its under everything but it prevents the pizza from being dry. Framing prevents your argument from from being irrelevant.

Ingredient 3: Mechanism

- ★ Reasons behind your arguments
- ★ Should **explain** why _____ is true **given** the framing of the world
- ★ **Bridges** the framing to the impact
- ★ The best mechanisms follow **CAUSE** and **EFFECT** structures

Cause: pizza is yummy

Effect: lots of people buy pizza



Mechanisms are the cheese on a pizza. It holds everything together and connects the sauce to the toppings. Without cheese the pizza would fall apart.

Ingredient 4: Impact

Real life **implications** of your argument

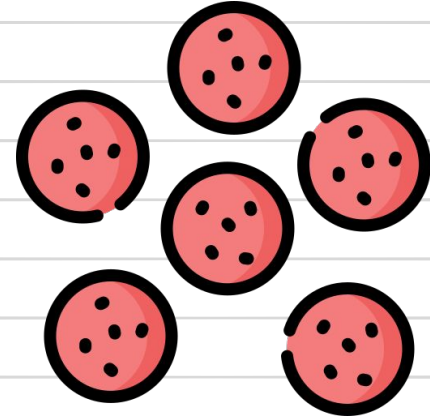
Who or **What** is affected?

Arguments without a clear impact are **meaningless**.

Eg.

Argument: smoking is bad for health so we should ban it.

Impact: Less people die from smoking.



Impacts are the toppings of the pizza. It is the most exciting part that people care about the most and make the pizza stand out. Without toppings the pizza is plain with no flavour.

Example: THW pay teachers based on classroom performance.



Argument that Supports:

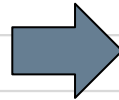
Claim:

- Teachers will be encouraged to teach the best they can when it determines their salary, and this will lead to better education for students



Framing:

- The most important job of the education system is to provide a good quality of education to students so they are prepared to live in society
- Almost everyone depends on money to live and would like to have more of it if they could



Impact:

- Students receive a better education which better prepares them for jobs, politics, finances, etc.



Mechanism:

- Since teachers need money to live, they will work hard to maximize their class's performance so they have a sufficient income.
- This will have to mean students receive a better education that allows for their good performance.



ACTIVITY!