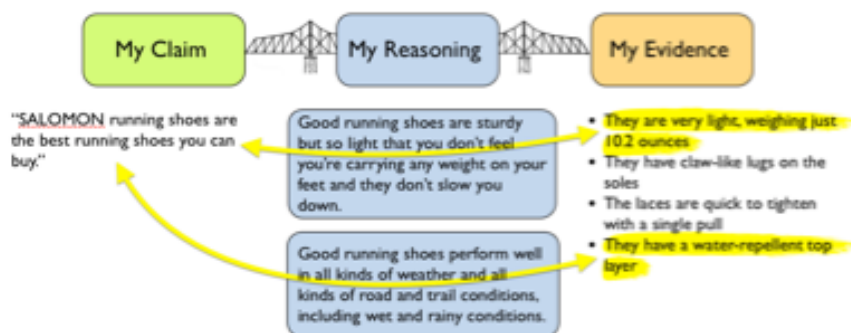


ARGUMENT

5-CLAIMS

1-PARAGRAPH ESSAY



5 CLAIMS

Create a table with columns for TYPE OF CLAIM and MODELS OF TEACHING EXAMPLE. Compose a claim for each of the 5 types. Your claims should have a common theme related to the families and/or models of teaching. See examples below and at www.mesacc.edu/~paaih30491/ArgumentClaims.html.

TYPE OF CLAIM	GUN CONTROL EXAMPLE
FACT: Is it real? Is it a fact? Did it really happen? Is it true? Does it exist?	There are serious restrictions on our Constitutional right to bear arms. This argument will cite facts, examples, and statistics relating to laws and policies that restrict the sale and use of firearms.
DEFINITION: What it is? What is it like? How should it be classified? How can it be defined? How do we interpret it? Does its meaning shift in particular contexts?	Laws governing the sale of firearms such as assault weapon and handguns do not constitute an infringement on our right to bear arms. This argument will focus on the Bill of Rights and its clause about the right to bear arms. It will argue for a particular definition of "right to bear arms" that includes the writing of laws that relate to ownership of firearms.
CAUSE: How did this happen? What caused it? What led up to this? What are the effects? What will this produce?	Tougher laws governing the sale of handguns would result in a decrease in the number of homicides each year. This argument would seek to establish a link between difficulty in obtaining a handgun and a drop in the homicide rate. It will use statistics, facts, and analogies from other places where similar things have been done.
VALUE: Is it good or bad? Beneficial or harmful? Moral or immoral? Who says so? What do these people value? What value system will be used to judge?	The right to bear arms is still an important civil right in the United States. This argument will appeal to people's sense of the value of gun ownership. It will probably appeal to authorities, such as the Constitution, to history, and to long-held customs.
POLICY: What should I do? How are we to act? What policy should we take? What course of action should we take to solve this problem?	The sale of assault weapons in the United States should be banned. This argument will use a variety of motivational appeals and value proofs, analogies, facts and statistics cause and effect arguments, and appeals to authorities to provide that this is a favorable course of action.

1-PARAGRAPH ESSAY

Choose one of the five claims you crafted and compose a one-paragraph argument. See examples below and at www.mesacc.edu/~paaih30491/ArgumentClaims.html. A one-paragraph argument essay includes three key components:

1. Thesis/Topic Sentence (1) - The topic sentence presents your argument claim. It is sometimes also referred to as a thesis statement, as it is here that you present your position or thesis that the rest of the paragraph will support.
2. Supporting Sentences (3-7) - The body of the paragraph contains supporting evidence and ideas to defend your argument. Information provided would depend on what is needed to support your claim. It may include one or several of the options below. NOTE: Each piece of evidence should be supported by your reasoning of how it relates back to the argument thesis. See example in graphic above.

<ul style="list-style-type: none"> • Events, facts, examples, statistics, laws, policies, research findings • Quotes from texts or individuals • Descriptions of people, places, or events • Personal stories or experiences 	<ul style="list-style-type: none"> • Steps in a procedure • Definitions and examples • Analogies and metaphors • Historical context or historical precedence • Long-held customs, beliefs and values 	<ul style="list-style-type: none"> • Statistical evidence and/or numerical data • Description of cause and effect relationships • Motivational appeals; appeals to authorities • Counterarguments • Comparison and contrast
--	---	--

3. Conclusion/Closing Sentence (1) – The last sentence is an effective summary and ending that helps the reader reach a conclusion.

See additional resources at: **Active Learning** (<http://www.teach21.us/active-learning.html>)