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| “Teens Need Jobs, Not Just Cash” by Anne Michaud |  |

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| KnightNotesPersuasive Texts |
| Issue Date |

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| Argument |  | In This Issue |

Why These Texts?

Students regularly encounter differing positions on the economy in print, online, and other media. The ability **to** evaluate such arguments is a key skill for students who need to become responsible citizens and informed consumers. This lesson explores the features that come together to create sound arguments.

Key Learning Objective:

Students will be able to analyze an argument and determine whether its claims are sufficiently supported.

Key Terms:

**Argument-** writing that makes a claim and supports it with reasons and evidence.

**Anecdote-** a brief account of an interesting incident or event that is usually intended to entertain or make a point.

**Counterargument**- the author will challenge views that oppose their opinion or claim.

Setting a Purpose:

As you read, consider the points each author makes about the importance of jobs for teenagers. Which reasons seem most valid to you?

**Pay attention to lines 1-12:** How is the anecdote relevant, or related to the author’s argument?

**Lines 20-27:** Identify the opposing view presented by the author.

**Lines 20-27:** What does the author include in order to provide evidence for her counterargument?

“Teens at Work”

From *The Record-Journal*



Key Terms:

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| **Lines 1-10:** Identify the author’s claim.**Lines 26-34:** The authors claim is that more job opportunities should be available for teens. Which piece of support provided by the author is not relevant to the claim?**End:** Were both articles effective arguments?Which author had the better argument? |

**Claim-** the writer’s position on an issue or problem. It is often stated directly at the beginning or end of an argument.

**Support-** consists of reasons and evidence presented to prove the claim. Support may include explanations, facts, statistics, or examples.

**Relevant-** ideas that have a sensible connection to the idea being discussed.