



"Mom, I
really really
want a
candy bar!"

How to
persuade
and argue to
WIN!





The scenario

You and your mom (or dad or guardian or big brother or sister) are at the store.

You've been in this huge store grocery shopping FOR.EV.ER.

Finally, it's time to check out.

And there it is, the candy bar, THE candy bar.



This candy bar is the one you love more than any other. It's the one you only get every once in a while...and you want it.

"Hey _____, can I have that candy bar?" you ask.



Teacher reads this with lots of expression, hamming it up and possibly giving kids a chance to mention what are their favorite candy bars.



The response...

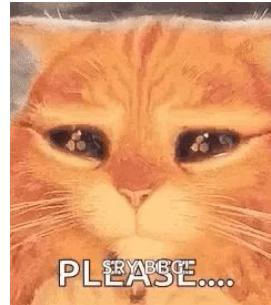
Mom (Dad, guardian, big brother, big sister) says, "No. You don't need it."

"But mom, I love that candy bar and I never get it!" you reply.

"Listen, sugar is bad for you, and it's too expensive," she replies.

"PLLLLEEEEASSSEE," you beg.

"No," she answers firmly.



Teacher continues to narrate the story as written.



What if...

What if you could be more convincing and get what you want?

Start with your claim:



"Mom, sugar is not always bad," you tell her. (this is your claim)

Next, you give her your evidence and reasoning:

"Sugar isn't bad in small amounts, and this is only one candy bar," you say.

The first part is the evidence; the second part is your reasoning.

Now mom looks interested!



"Hmm," she says, "tell me more."

Interested?



Teacher continues to narrate the story.



Bring it home...

Ahh, mom is starting to soften up to your request. What she needs in more evidence and reasoning.

"And it's not that expensive, it only costs \$2.75, which is way less than a coffee at Starbucks," you remind her.



The first part is your evidence and the second is your reasoning.

Mom looks at you and nods, "Ok, that's true, let's get it."



Check it out! You got what you wanted. You did it by Claim, Evidence, and Reasoning.





Let's look at the strategy

The next slide shows you the strategy we just used for our argument.



CER Writing

1 CLAIM



What is your main point?

OR

What is your answer to the question?

“I think...”

“I believe...” “I can prove...”

2 EVIDENCE



What facts or data support your claim?

“One fact that supports my claim is...” “One example is...”
“The evidence shows that...”

3 REASONING



How does your evidence support your claims and why does it matter?

“This evidence supports my claim because...” “This shows that...” “This is important because...”

Read through the slides, giving each part of the acronym.

Share the possible sentence starters that are listed. Explain that this is the strategy they are about to use.