



## Toulmin Model of Argumentation: Lesson Plan

Topic	
The Toulmin Model is a method for breaking down and analyzing arguments. According to this model, there are six components of an argument: claims, data, warrants, backing, rebuttals, and qualifiers.	
Possible subjects/classes	Time needed
English, Speech and Debate	45-60 minutes
Video link:	
<a href="https://academy4sc.org/video/the-toulmin-model-of-argumentation-claims-data-and-warrants-oh-my/">https://academy4sc.org/video/the-toulmin-model-of-argumentation-claims-data-and-warrants-oh-my/</a>	
Objective: <i>What will students know/be able to do at the end of class?</i>	
Students will be able to... <ul style="list-style-type: none"> <li>• Structure sound arguments.</li> <li>• Judge the strength of their and others' arguments.</li> </ul>	
Key Concepts & Vocabulary	
Parts of an Argument, as taught by your school	
Materials Needed	
Worksheet, White/Blackboard or Projector	
Before you watch	
Ask students to describe what makes a good argument vs. what makes a bad argument. <ul style="list-style-type: none"> <li>- Record what students say and see how it compares to the Toulmin Model after watching the video.</li> </ul>	
While you watch	
1. According to Toulmin, what are the three fundamental components of an	



- argument?
2. What are the three supplementary components of an argument?
  3. How does the Toulmin Model of Argumentation help in a verbal debate?

#### After you watch/discussion questions

1. How do you think application of the Toulmin Model would differ between written and verbal argumentation?
2. How does the Toulmin Model of Argumentation compare to the essay structure taught at your school? What are the similarities and differences?
3. What are the weaknesses of the Toulmin Model?

#### Activity Ideas

- Group students up and have them choose any kind of argumentative media, which could be opinion articles (from [NY Times](#), [CNN](#), [Fox News](#), etc.), reviews (for [movies](#), [video games](#), etc.), debates, or even their own essays. Each group should share the same argumentative media, but students should individually identify what components are in the media and rate its persuasiveness on a scale of 1 to 5. Then, the group will convene and come to a consensus regarding the media's argument components and final rating.
- Pair students up and have them represent opposing sides of a controversial issue (e.g. abortion, immigration, the death penalty, etc.). Each student will construct an argument for their side using Toulmin's six components and present their case to the class. Afterwards, the class will vote on which argument was argued stronger.

#### Sources/places to learn more

1. Toulmin, S. E. (2003). *The Uses of Argument*. Cambridge University Press.
2. Purdue University. (n.d.) *Toulmin Argument*. Purdue Online Writing Lab. [https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/historical\\_perspectives\\_on\\_argumentation/toulmin\\_argument.html#:~:text=Toulmin%2C%20the%20Toulmin%20method%20is,the%20grounds%2C%20and%20the%20warrant](https://owl.purdue.edu/owl/general_writing/academic_writing/historical_perspectives_on_argumentation/toulmin_argument.html#:~:text=Toulmin%2C%20the%20Toulmin%20method%20is,the%20grounds%2C%20and%20the%20warrant)
3. Wright, D. [David Wright]. (2012, February 21). *The Toulmin Model of Argumentation* [Video]. YouTube. [https://www.youtube.com/watch?v=D-YPPQztuOY&ab\\_channel=DavidWrightDavidWright](https://www.youtube.com/watch?v=D-YPPQztuOY&ab_channel=DavidWrightDavidWright)