Writing a one-sided argument essay
Topic: Museums EXAMPLE

Argument: *Museums should be free for everyone.*

Type: General

Level: ★★✩✩✩[B1/B2/C1]

Lesson Aim
To develop the students' ability to generate main ideas with support and write a one-sided argument (persuasive) essay.

Lead in
- Students briefly discuss the following questions: Do you like museums? What do you like about museums? How often do you go to museums?
- Ask students if they think museums are expensive and whether they should be free.
- Students make a note of arguments in support of the question (museums should be free) & in opposition (museums should not be free).
- Feed in / check key vocabulary (see next page).

Assumptions
- Students already know what a one-sided argument (persuasive) is. If not go here: www.academic-englishuk.com/one-sided-argument-essays
- Students already know what a block or a point-by-point essay structure is. If not, go here: https://www.academic-englishuk.com/essay-structure
- Students already know what a thesis statement is. If not, go here: https://www.academic-englishuk.com/thesis-statements

Writing
1. Distribute **essay question**: **Do you agree that museums should be free for everyone?**
2. Students discuss what the essay is asking them to do.
3. Whole class feedback.
4. Students discuss & decide how they wish to structure their essay (point-by-point or block).
5. Distribute **outline#1 block** (blank) or **outline#2 point-by-point** (blank). Students decide on stance & complete outline.
6. Students write a 600-800 word essay. Allow 1.30 hours.
7. Feedback options: i. Peer feedback (**Checklist** included) ii. Distribute **outlines#3 block & 4 point-by-point** (completed) & **model essays x 2** (words: block 626; point-by-point 609) for students to compare. iii. Take in and mark. Use marking code: www.academic-englishuk.com/error-correction

Scaffolding/Differentiation/Extra
- Students use **outlines#3 & 4** (completed) to write the essay.
- Reading activity: students read essays & complete **outlines#5 & 6.**

Museums

Key vocabulary

1. To preserve.
2. To transmit.
3. Closure.
4. Funding.
5. Public institutions.
6. Contribution.
7. To waive.
8. Heritage.
9. Unity.
10. Unaffordable.
11. To foster engagement.
12. To promote.
13. Tolerance.
14. Exploration.
15. Social group.
16. Valuable.
17. Socio-economic group.
18. Artefact.
19. Vulnerable.
20. To exhibit.

Outline #1 Block

Use this outline to plan an essay on: Do you agree that museums should be free?

Introduction	
General	
Specific	
Thesis	

Counter-arguments (opposite views to yours) - *write your ideas and support*	
1.Point: **Support:** **Support:**	
2.Point: **Support:** **Support:**	

Arguments (your views that support your thesis) - *write your ideas and support*	
1.Point: **Support:** **Support:**	
2.Point: **Support:** **Support:**	

Conclusion	
Summary	
Thesis	
Suggestion or prediction	

Outline #2 Point-by-Point

Use this outline to plan an essay on: Do you agree that museums should be free?

Introduction	
General	
Specific	
Thesis	

Counter-argument, Transition – Rebuttal Arguments.	
1.Counter-argument: **Support:** **Support:**	
However, rebuttal argument: **Support:** **Support:**	

Counter-argument, Transition -Rebuttal Arguments.	
2. Counter-argument: **Support:** **Support:**	
However, rebuttal argument: **Support:** **Support:**	

Conclusion	
Summary	
Thesis	
Suggestion or prediction	

Outline #3 Block (completed)

Use this outline to plan an essay on: Do you agree that museums should be free?

Introduction	
General	Museums – preserve & transmit history (Museums Assoc. 2017).
Specific	Museums – ░░░░░░░░░░░░░░░░░░░░░░░░░░░░ (Dickman, 2016). Sector – more ░░░░░░░░░░░░░░░░ fund? Governments or visitors?
Thesis	Museums should ░░░░░░░░░░░░░ survive but ░░░░░░░░░░░░░░ for those on low incomes for inclusivity.

Counter-arguments (opposite view to yours) - *write your ideas and support*
1.Point: Cultural awareness.   - Museums - ░░░░░░░░░░░░░░░░░░░░░ unity & identity (Dorfman, 2017).   - Poorer families = miss out on experience, can't afford fees.
2.Point: Public education.   ░░░░░░░░░░░░░░░░░░░░ = benefit.   - Individuals = foster engagement: problem solving, exploration, ░░░░░░░░░░░ (AAM, 1992).   - Societies = ░░░░░░░░░░░░░░░░░░░ (ibid).

Arguments (your views that support your thesis) - *write your ideas and support*
1.Point: Cultural – not everyone is interested in museums.   - Some ppl: ░░░░░░░░░░░░░░░░░░░░░░░░, social group or identity (Campbell & Baars, 2019).   - Most ppl ░░░░░░░░░░░░░░░░░░░░░░, cinema.   - Why should the taxpayer fund artefacts that not everyone's interested in?   - Fairer system – ░░░░░░░░░░░░░░░░░░ other entertainment.
2.Point: Public education – who benefits?   - Agree that education ░░░░░░░░░░░░░░░░░░░░░░░ but who benefits?   - Some museums became free two decades ago (Museums Assoc., 2017) to increase participation.   - Saw upward ░░░░░░░░░░░░░░░░░░░ classes (Luty, 2019).   - Free admission doesn't mean that lower socio-economic groups will benefit.

Conclusion	
Summary	Museums – preserve heritage, provide knowledge and education. Proponents – ░░░░░░░░░░░░░░░░░░░░░░░ education. Essay agrees - museums important but acknowledges that nations ░░░░░░░ with different ░░░░░░░░░░░░░░░░░░░ sectors of society.
Thesis	Better if museums charge admission fees but waive fees for low incomes.
Prediction	Museum ░░░░░░░░░░░░░░░░░░░░░░░░░░░░ and schools in the near future (gov, 2019) supporting those that can't afford ░░░░░░░░░░░░░ efully ░░░░░░░░░░░░░░░░░░░.

<u>Outline #4</u> Point-by-Point (completed)

Use this outline to plan an essay on: Do you agree that museums should be free?

Introduction	
General	Museums – preserve & transmit history (Museums Assoc. 2017).
Specific	Museums – ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ (Dickman, 2016). Sector – more ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ fund? Governments or visitors?
Thesis	Museums should ▒▒▒▒▒▒▒▒▒▒▒ survive but ▒▒▒▒▒▒▒▒▒▒▒▒▒▒ for those on low incomes for inclusivity.

Counter-argument. Transition – Rebuttal Argument.
1.Counter-argument: Cultural awareness. • Museums - ppl ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ unity & identity (Dorfman, 2017). • Poorer families = miss out on experience, can't afford fees.
However, rebuttal argument. Cultural – not everyone is interested in museums. • Some ppl: ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒, social group or identity (Campbell & Baars, 2019). • Most ppl prefer ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ cinema. • Why should the tax payer fund artefacts that not everyone's interested in? • Fairer system – ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ entertainment.

Counter-argument. Transition -Rebuttal Argument.
2. Counter-argument: Public education. • Individuals & ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ • Individuals = foster engagement: problem solving, exploration, criticism, observation (AAM, 1992) • Societies = ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ (ibid).
However, rebuttal argument. Public education – who benefits? • Agree that ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ educational, but who benefits from free admission? • Some museums ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ (Museums Assoc, 2017) to increase participation. • Saw upward trend but still ▒▒▒▒▒▒▒▒▒▒▒▒▒▒ classes (Luty, 2019). • Free ▒▒▒▒▒▒▒▒▒ mean that lower socio-economic groups will benefit.

Conclusion	
Summary	Museums – preserve heritage, provide knowledge and education. Proponents – ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ education. Essay agrees - museums important but acknowledges that nations ▒▒▒▒▒▒▒ with different ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ sectors of society.
Thesis	Better if museums charge admission fees but waive fees for low incomes.
Prediction	Museum ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ and schools in the near future (gov, 2019) supporting those that can't afford ▒▒▒▒▒▒▒▒▒▒ efully ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒.

Do you agree that museums should be free? (A. Watson, 2020)
Block

Museums play an important role in preserving and transmitting a nation's history (Museums ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ generations. However, in ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ faced financial challenges and this has led to a large number of closures around the world (Dickman, 2016). Clearly, this sector ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ and where this funding should come from is under discussion. Some believe that public institutions should support museums while ▒▒▒▒▒▒▒▒▒▒▒▒ museums ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ contributions. This essay argues that museums should charge entrance fees in order to survive, but waive ▒▒▒▒▒▒▒▒▒▒ and ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ possible.

Proponents put forward two arguments in support of free museums. The first point is connected to culture ▒▒▒▒▒▒▒▒▒▒▒▒ museums, ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ and this helps to achieve better unity and a sense of identity (Dorfman, 2017). Therefore, a large number of people, especially ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ missing out on ▒▒▒▒▒▒▒▒▒▒▒▒ due to the unaffordable entrance fees. The second point is connected to education. Proponents argue that not ▒▒▒▒▒▒▒▒▒▒▒▒▒ also whole societies ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ this resource. In terms of the individual, it is suggested that museums foster their engagement in problem-solving, criticism, ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ society, it is argued that museums promote a tolerance for diversity (ibid). Thus, it is suggested that museums ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ to allow all sectors of society to benefit.

In terms of the first point, it is important to acknowledge that not everyone is interested in going to ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ and Baars (2019) state ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒, they do not reflect their history, their social group or their identity in the world. Many people, in fact, prefer other forms of ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ going to the ▒▒▒▒▒▒▒▒▒▒▒▒▒ charge admission fees. Therefore, it seems unfair for taxpayers' money to be spent on a collection of artefacts that are of no interest to a ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ is for museums, like other attractions, to raise their finances through visitor entrance fees. With regard to the second point, ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ and museums provide a valuable source of learning, the question regarding who actually benefits needs ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ ago, some ▒▒▒▒▒▒▒▒▒▒▒▒ under the labour government, became free so as to increase participation (Museum Association, 2017). Although ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ uptake (Luty, 2019), the results showed that attendance was still far higher among upper socio-economic groups. This example shows that even ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ museums, then it does not ▒▒▒▒▒▒▒▒▒▒▒▒ the sector that is meant to benefit will benefit.

To conclude, museums exist to provide new knowledge, preservation of heritage and public education. Proponents of ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ their understanding ▒▒▒▒▒▒▒▒▒▒▒ and gain access to educational resources so therefore museums should be state funded to allow all sectors of s▒▒▒▒▒▒▒▒▒▒ Although ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ to a certain extent, it also appreciates that nations consist of many different people with varying interests, and research ▒▒▒▒▒▒▒▒▒▒▒▒ access does not necessarily reach ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒ it seems to be morally acceptable that museums charge for entry for those that can afford it and allow free ▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒▒, museum exhibits could be viewed in homes, libraries and schools (Gov.uk, 2019) revolutionizing the way we ▒▒▒▒▒▒▒▒▒▒▒▒.

[626 words]

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Do you agree that museums should be free? (A. Watson, 2020)
Point-by-Point

Museums play an important role in preserving and transmitting a nation's history (Museums ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ generations. However, in ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ faced financial challenges and this has led to a large number of closures around the world (Dickman, 2016). Clearly, this sector ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ and where this funding should come from is under discussion. Some believe that public institutions should support museums while ▓▓▓▓▓▓▓▓▓▓▓ museums ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ contributions. This essay argues that museums should charge entrance fees in order to survive, but waive ▓▓▓▓▓▓▓▓▓▓▓▓ and ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ possible.

One argument put forward by proponents for free museums is connected to culture and heritage. By visiting museums, ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ and this helps to achieve better unity and a sense of identity (Dorfman, 2017). Therefore, a large number of people, ▓▓▓▓▓▓▓▓▓▓▓▓ ▓▓▓▓▓▓▓▓▓▓▓ to the unaffordable entrance fees. However, not everyone is interested in going to museums. Campbell and Baars (2019) state ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ they do not reflect their history, their social group or their identity in the world. Many people, in fact, prefer other ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ matches or going to the cinema, both of which charge admission fees. Therefore, it seems unfair for taxpayers' ▓▓▓▓▓▓▓▓▓▓▓▓▓▓ of artefacts that are of no interest to a large number of people. A fairer system is for museums, like other ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ visitor ▓▓▓▓▓▓▓▓▓▓▓.

Another argument expressed by critics of fee-paying museums is connected to education. They argue that ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ societies (AAM, 1992) benefit from having free access to this resource. In terms of the individual, it is suggested ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ in problem-solving, criticism, exploration and observation (ibid), and for society, it is argued that ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ (ibid). Therefore, it is suggested that ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ state funded in order to allow all sectors of society to benefit. Although there is no question that education is vital and museums provide ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ regarding who actually benefits needs to be considered. Almost two decades ago, some museums in the UK, under the labour ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ increase ▓▓▓▓▓▓▓▓▓▓ Association, 2017). Although the data indicated an upward trend in visitor uptake (Luty, 2019), the results showed ▓▓▓▓▓▓▓▓▓▓▓▓ still far higher among ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ shows that even if governments fully financially support museums, then it does not necessarily mean that the sector ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ benefit.

To conclude, museums exist to provide new knowledge, preservation of heritage and public education. Proponents of ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ their understanding ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ and gain access to educational resources so therefore museums should be state funded to allow all sectors of ▓▓▓▓▓▓▓▓▓▓▓ Although ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ to a certain extent, it also appreciates that nations consist of many different people with varying interests, and research ▓▓▓▓▓▓▓▓▓▓▓▓ access does not necessarily reach ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ it seems to be morally acceptable that museums charge for entry for those that can afford it and allow free ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓, museum exhibits could be viewed in homes, libraries and schools (Gov.uk, 2019) revolutionizing the way we ▓▓▓▓▓▓▓▓▓▓▓.

[609 words]

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Peer Feedback Checklist

_____

One-sided argument essay

Rationale: Improve your own writing skills by identifying the following features in your partner's essay.

Task: Read your partner's essay and complete column three in the table below.

Introduction:	Yes/No/Not sure
What the topic is and why it is important.	
Definition (if needed).	
Specific information about the topic.	
The context (if needed).	
A thesis statement.	
Main Body:	**Answer Questions**
How many paragraphs are there?	
Which structure has been used?	
Are both counter-arguments & arguments included?	
Has the student used counter-argument & argument language correctly?	
Has the student linked the main body to the essay question and thesis?	
Conclusion:	**Yes/No/Not Sure**
Is there a summary of the key points?	
Does it answer the essay question & is the thesis restated?	
Does it end with a prediction or suggestion?	

<u>Reading Exercise: Outline #5 Block</u>

Fill in this outline for the essay on: Do you agree that museums should be free?

Introduction	
General	
Specific	
Thesis	

Counter-arguments (opposite views)
1.Point:
Support:
Support:
2.Point:
Support:
Support:

Arguments (views that support the thesis)
1.Point:
Support:
Support:
2.Point:
Support:
Support:

Conclusion	
Summary	
Thesis	
Suggestion or prediction	

Reading Exercise: Outline #6 Point-by-point

Fill in this outline for the essay on: Do you agree that museums should be free?

_____

Introduction	
General	
Specific	
Thesis	

Counter-argument, Transition – Rebuttal Arguments.	
1.Counter-argument:	
Support:	
Support:	
However, rebuttal argument:	
Support:	
Support:	

Counter-argument, Transition -Rebuttal Arguments.	
2. Counter-argument:	
Support:	
Support:	
However, rebuttal argument:	
Support:	
Support:	

Conclusion	
Summary	
Thesis	
Suggestion or prediction	