

# WALT write views for and against an argument.

*WILF:*

- *Understand the need for a counter argument.*
- *Create opposing statements.*
- *Link the arguments which balance each other.*



# "SPAG-tacular" spelling

-cial -tial suffix spellings

How many can you think of?

What is the rule for which is added?

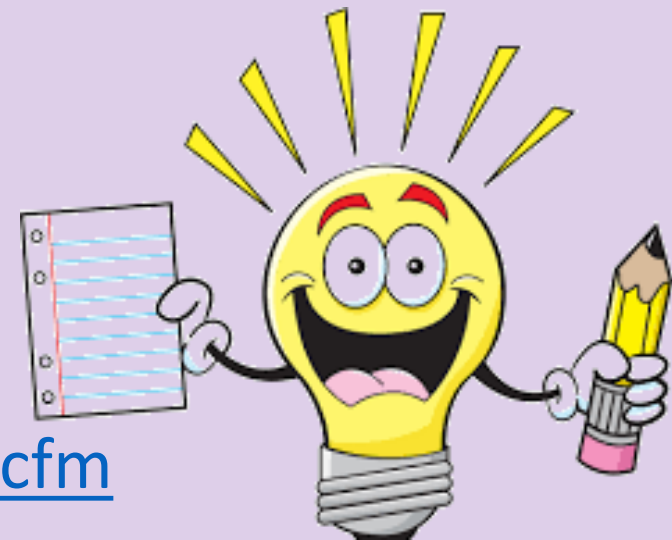
Example:

Face -> Facial

Consequence -> Consequential

Stuck on words? Look here:

<https://www.spellzone.com/unit30/page1.cfm>



This term we are going to writing a balanced argument about Ancient Egyptian tomb artefacts being taken and kept in museums around the world.

Balanced arguments always need a for and against side, to 'balance the scales.'

This means, if you make a point FOR taking tomb artefacts to museums, you must then acknowledge the opposing side of the argument - reasons AGAINST.

Otherwise, the argument becomes unbalanced.

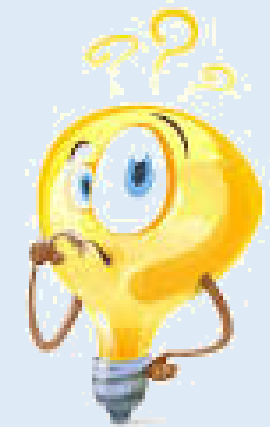


To balance your argument, you must select an equal amount of reasons for and against the point.

Don't worry - this doesn't mean you aren't allowed an opinion. Your opinion comes in the conclusion, after you have weighed up both sides.

To accomplish this, it is useful to put our arguments into two columns in a table, first of all.

FOR	AGAINST



We're going to use this webpage, <https://www.historyforkids.net/egyptian-artifacts.html> and our understandings from history to help us with finding the points today.

(We know from our history lessons this term and last that the Ancient Egyptians had many beliefs about the importance of specific items and of the afterlife. We'll use these beliefs in our argument.)

You need a for and an against for each point, to balance the scale.

**Example:**

**For**

The Rosetta Stone was taken to The British Museum, England. Without this, we would not be able to translate hieroglyphs at all.

By taking mummies, we have been able to study them and find out how Ancient Egyptians preserved themselves.

**Against**

The Rosetta stone has no English on it, so some may argue it should remain where it was found.

Ancient Egyptians believed they would need their bodies in the afterlife, so may not be happy to learn we took them.



Some of your points may not naturally be organised into these columns originally.

If you write your ideas down as they come, you can organise them afterwards by linking similar ideas. You can then connect them in sentences or paragraphs later.

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## Your Activity:

Write ideas for both sides using bullet points and link for and against points that can be directly compared.

Use this webpage and your knowledge of Ancient Egyptian's beliefs about their afterlife for ideas for and against taking artefacts from tombs.

<https://www.historyforkids.net/egyptian-artifacts.html>

