

Dependent Clauses and Argumentative Writing
From *grammar, y'all*
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1. Provide students with a list of scenarios or create a list based on what you know about your students. Here are some potential ideas.
 - You want a new video game, and your parents won't buy it for you.
 - You want to borrow your older brother's car for the night.
 - You don't want to go to your second cousin's birthday party.
 - Your friends want to go to a restaurant that you hate.
 - You need to borrow twenty dollars from your younger sister.
2. Talk about these scenarios a little, using these questions as a guide.
 - Who has experienced anything like this?
 - How did you try to convince the person of your point of view?
 - Did it work?
3. After a discussion with your students, introduce Kelly Gallagher's four square argument.
 - You can first show them the framework of the four square argument

What are the main points of your argument?	What are the main arguments of the other side?
What are the counterarguments you will hear from the other side?	What are the counterarguments you would present to the other side?

- As you're looking at the framework, ask them some questions. Here are some possibilities.
 - How does the framework differ from how you originally argued your point?
 - Do you think considering the other person's point of view would have been more effective?
 - How does it feel when you think people aren't listening to you?
 - How does it feel when you feel like others have heard and respected your opinion?
4. Provide an example of a four-square argument that is complete.
 - You can use the example here, or you can create one that aligns more with the age and interests of your own students.

<p>What are the main points of your argument?</p> <ul style="list-style-type: none"> • I will be with my close friends you know well • I will drive, so we will be back by midnight 	<p>What are the main arguments of your parents?</p> <ul style="list-style-type: none"> • College students are throwing the party • The party is far out of town and a long way to drive
<p>What are the counterarguments you will hear from your parents?</p> <ul style="list-style-type: none"> • We don't know the people throwing the party • We don't like you driving late at night 	<p>What are the counterarguments you would present to your parents?</p> <ul style="list-style-type: none"> • Through my previous behavior, I've shown that I can make good choices • I am familiar with the area in which the party is taking place

- After discussing the example, have students choose a scenario you provide or one they create themselves. Ask them to complete the four-square argument framework by Gallagher individually or in groups.
- Once they've completed the framework, show them examples of dependent clauses that acknowledge the other person's perspective, ones that use a concession subordinate word, to turn the argument to the point they want to make.
 - Here are the examples we looked at earlier.
 - Although you don't know the people throwing the party,** I will be with Jae and Alex, who you have known for ten years.
 - Even though you're worried that the party is being thrown by college students,** I've been out with strangers before and have shown that I can make smart choices.
- Have students share their sentences with one another in groups and discuss.
 - Here are some questions you might use to guide their thinking.
 - How is the argument better when you acknowledge the other person's perspective?
 - How do these subordinate words help us do that?
 - How do you think this move would work in a formal essay that asks you to argue a specific perspective?
- After this, introduce students to the argumentative or persuasive essay, telling them that they will be using this type of sentence in the thesis statement of their essay, acknowledging the other perspective before writing their own stance on the topic.

