**Abstract.** Argumentation is relevant to citizenship exercise and Science learning. Because of these and other benefits, there are many investigations that intend to insert and analyze argumentative practices in chemical education. Which makes it necessary to develop bibliographic review researches to organize this production and point out its main contributions to the area of study. In this work, we carried out a survey in Brazilian scientific journals looking for articles that discuss argumentation in chemical education. For such, works that contained in title, abstract and/or keywords the words chemistry and argumentation were selected and then read fully and categorized according to thematic focuses. We found thirteen articles that focused on the use of strategies to promote argumentation. About these works, our research pointed out that their publication started from 2005, with the peak of publications in 2019 and 2020, with 5 and 4, respectively. Furthermore, the 2 school levels covered were university education, present in 6 articles, and high school, in 7. It was also possible to verify that the most used strategies to promote argumentation were experimentation and case study, used by 6 and 4 papers, respectively. Debate, problem solving and concept maps were also reported strategies. Finally, there is a slightly majority of scientific themes rather than socio-scientific ones to foster argumentative environments. The first ones were covered by 7 works while the second ones, by 6. With these results we conclude that argumentation has been a concern of educators in the Brazilian context, since it is present in different school levels and with promotion in contexts of scientific or socio-scientific teaching through the use of different strategies.

**Keywords.** Argumentation, Brazilian Papers, Chemistry Education, Literature Review.

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