

No Rambling Allowed

Name: _____

Organization and Structure. Good arguments have a clear structure. Use the words below to label the parts of the argument. You will use one word twice. The parts that are NOT labeled are evidence. At the bottom of the page, list the four pieces of evidence that were used in the argument.

transition

first supporting argument

second supporting argument

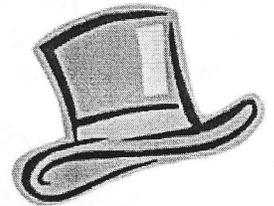
rule

restate rule

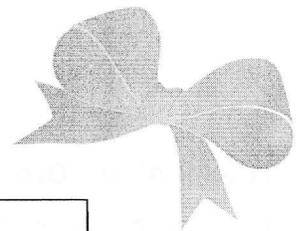
main argument

restate main argument

counterargument



Sarah's ribbon is not a hat. A hat is something that covers and protects a person's head. First, Sarah's ribbon does not cover her head. It leaves part of her hair showing, and it is not fitted to her head. Second, the ribbon does not protect Sarah's head. If it rained, the ribbon would not keep Sarah dry. Even though the ribbon might protect her eyes from sunlight, the ribbon is much too flimsy to offer the kind of protection that a real hat does. Because Sarah's ribbon does not cover or protect her head, the ribbon is not a hat.



Evidence: _____

Evidence: _____

Evidence: _____

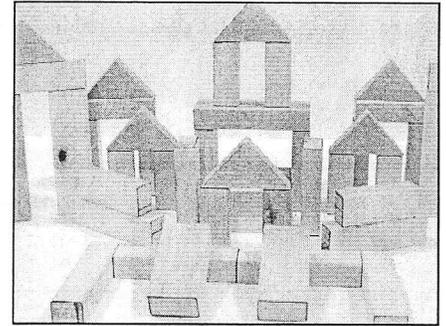
Evidence: _____

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Organizing Your Evidence

When you were a little kid, did you ever play with blocks? When you started out to build something, all the blocks were in a pile on the floor. But those were the same blocks that, after a little planning, turned into a really cool house or fort. Think about the evidence you gathered about band t-shirts at Ben's school. This evidence is like the building blocks of your argument. Before you've done any planning, all you have is a pile of ideas. Unless you organize your evidence and build a strong argument with it, you won't convince anyone of anything.



Is Sarah's ribbon a hat?

There are many ways to answer this question. You could just say "No" and leave it at that. But if you really need to convince someone, you need to organize your evidence in a way that makes sense.

Consider these two answers to the question:

Answer A

No way! You can see her hair. I mean, if it was a hat it would cover her whole head. Plus the ribbon won't keep her dry if it rains. Oh, yeah—and a hat would have to protect her head. I don't know, maybe the ribbon could protect from sunlight or something. But it can't even keep her head warm. And it's not fitted to her head like a hat would be. Besides, a ribbon isn't the same thing as a hat.

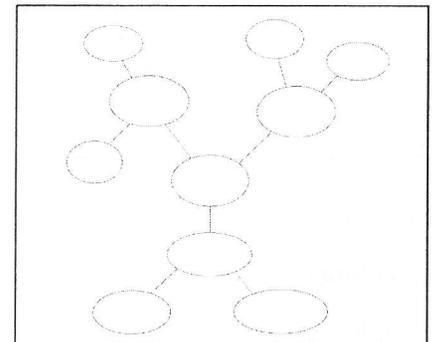
Answer B

Sarah's ribbon is not a hat. A hat is something that covers and protects a person's head. First, Sarah's ribbon does not cover her head. It leaves part of her hair showing, and it is not fitted to her head. Second, the ribbon does not protect Sarah's head. If it rained, the ribbon would not keep Sarah dry. Even though the ribbon might protect her eyes from sunlight, the ribbon is much too flimsy to offer the kind of protection that a real hat does. Because Sarah's ribbon does not cover or protect her head, the ribbon is not a hat.

It's All About Organization

Why does Answer B make more sense? It has a lot of the same information as Answer A. So what's different? Do these quick activities and see what differences you discover:

- 1) Underline the first sentence of each answer.
- 2) Underline the last sentence of each answer.
- 3) Circle these words and phrases in Answer A:
I mean Plus Oh, yeah I don't know Besides
- 4) Circle these words and phrases in Answer B:
First Second Even though Because



Using a graphic organizer helps you group similar ideas together.

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Crafting Your T-Shirt Argument

Okay, don't freak out. All we need is a little planning, remember? The first thing you'll need to do is look at your rule to figure out what the two possible main arguments are.

Rule: Principal Carter may not make a rule against band t-shirts unless there is good evidence the t-shirts will be disruptive. Student expression is disruptive if it disrupts class or causes trouble between classes.

One Possible Main Argument

There is not enough _____ that band t-shirts have been _____ at Ben's school.



Another Possible Main Argument

There is good _____ that band t-shirts have been _____ at Ben's school.



Next, use the rule to decide what supporting arguments each main argument should have:

Supporting Argument #1

Band t-shirts have not disrupted _____.

Supporting Argument #2

Band t-shirts have not caused _____ between _____.

Supporting Argument #1

Band t-shirts have disrupted _____.

Supporting Argument #2

Band t-shirts have caused _____ between _____.

That's not enough to convince anybody.



Face it: The bobble is right. While you must have a main argument and supporting arguments, those are not enough by themselves. So what's missing?

EVIDENCE!

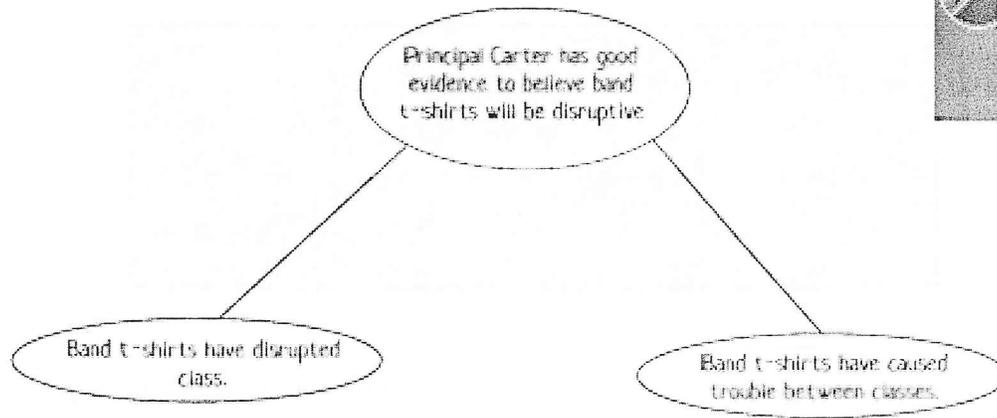


Exactly. Evidence answers the question "How do you know?" How do you know the t-shirts have or have not disrupted class? How do you know they have or have not caused trouble between classes? The next step is to organize the evidence you gathered about band t-shirts at Ben's school.

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Idea Web #1: It's OK to ban the t-shirts. Go back and look at the evidence you gathered about band t-shirts at Ben's school. Branching off of the two supporting arguments below, add as much evidence as you can find to back up the argument.



Idea Web #2: Band T-shirts should be allowed. Go back and look at the evidence you gathered about band t-shirts at Ben's school. Branching off of the two supporting arguments below, add as much evidence as you can find to back up the argument.

