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Introducing the Argument

- A. How is the claim introduced or set up? Consider titles, attention-getters, or leads.

It's introduced by a fact on bullying. "One in six kids
around the world are getting bullied today."

- B. What is the claim? Provide an answer to the prompt or essential question(s).

Bullying is a world wide problem that happens a lot in schools
and tears down a lot of young teens.

Evidence / Data / Support #1

- E. Introduce **data** (reasons or evidence) to support the argument.

Because of bullying the fear of intimidation has ruined
students lives.

- F. Explore **warrants** that show how the data logically is connected to the claim. (The "Why?" or the "So what?" to illustrate real world application.)

- G. Offer factual **backing** (research, literary examples, or quotes) to show proof of evidence.

Evidence / Data / Support #2

- A. Introduce **data** (reasons or evidence) to support the argument.

- B. Explore **warrants** that show how the data logically is connected to the claim. (The "Why?" or the "So what?" to illustrate real world application.)

- C. Offer factual **backing** (research, literary examples, or quotes) to show proof of evidence.

Evidence / Data / Support #3

- A. Introduce **data** (reasons or evidence) to support the argument.

- B. Explore **warrants** that show how the data logically is connected to the claim. (The “Why?” or the “So what?” to illustrate real world application.)

- C. Offer factual **backing** (research, literary examples, or quotes) to show proof of evidence.

Evidence / Data / Support (continued)

- A. Discuss counter-arguments to the claim.

- B. Provide examples of **rebuttal** to recognize opposing perspectives.

Concluding Statement / Conclusion

- A. Implications of the argument, summation of points, or final thoughts/reflections to ensure the readers remember the purpose of the argument and have a lasting impression.

Final Thoughts:
