

1. Read Pro/Con articles/opinions
2. Complete “Analyze Author’s Claim” wksht
3. Complete CER paragraph

**Should Humans Go to Mars?**

NASA’s visionfor living quarters on the Red Planet

A human mission to Marsonce seemed the stuff of science fiction. But thanks to major advancements, reaching—and surviving on—the Red Planet could become a reality in our life-time. NASA, the U.S. space agency, and several private companies are already developing the technology to make such a trip possible.

But while most experts agree that we’ll one day be able to send humans to Mars, not all of them think we should. Two scientists weigh in. [November 18, 2019](https://upfront.scholastic.com/issues/2019-20/111819.html)



NASA has been sending robots to study and collect information about Mars since 1965. The findings have inspired scientists to continue asking important questions, such as: Did life once exist on Mars? Does it exist there today? Could humans eventually live on Mars? What can the planet tell us about Earth’s past, present, and future?

Many scientists agree that only human explorers can answer these questions. Although robots have been extremely helpful in studying Mars—they discovered ice below the planet’s surface—people will be even better.

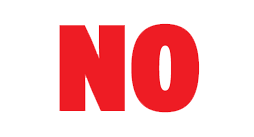
For one thing, humans will be able to make quicker decisions, without having to rely on commands from scientists on Earth, like robots do. What can take a rover days and weeks to analyze, a person can study in just hours. Humans will also be able to move around the planet much faster. The Curiosity rover, which is currently exploring Mars, can only travel about the length of a football field in one day.

**Humans can move faster than robots and make quicker decisions.**

However, getting humans to Mars and keeping them safe will require advances in technology. Not only is Mars very far away, it also lacks breathable air, usable water, and protection from the sun. A round-trip to Mars would take about 18 months, and there isn’t enough room on current spacecraft to carry all the food, water, and other items humans would need to survive. That’s why NASA is looking for ways to utilize the Martian soil and water, as well as other resources.

Exploring space is beneficial for all of us. At NASA, we’re confident that one day humans will be able to travel to Mars, live and work there, and return safely to Earth. It’s just a matter of time.

*—JAMES GREEN*, Chief Scientist, NASA



It’s important to explore Mars, and humans play a valuable role in that research. Though robotic spacecraft can do a lot, they lack the critical intuition, lifetime experience, and decision-making skills that humans have. But sending people to Mars for long periods of time would be extremely unsafe, and we shouldn’t do it.

Space is a very hazardous place for humans. In particular, space [radiation](javascript:void(0);)—especially [galactic](javascript:void(0);) cosmic rays (GCRs)—is dangerous. GCRs are energetic particles that come from faraway exploding stars. Without the protection of a thick atmosphere like we have on Earth, these particles can cause cancer and even brain damage. The longer astronauts are in space, both traveling to Mars and on the surface of the planet, the more they’re exposed to these particles and the more damage they’re likely to experience.

**Sending people to Mars for long periods would be extremely unsafe.**

Luckily, there’s a safer destination for humans in our solar system: Saturn’s moon Titan. Located 745 million miles from Earth, it has a thick atmosphere that provides protection from dangerous radiation. Titan has many other Earth-like qualities that could help us learn more about our home planet. Titan has lakes and seas, as well as wind, weather, and seasons similar to Earth’s, and many resources that would enable humans to build a self-sustaining settlement.

Human exploration of any planet or moon beyond our own is likely to be far in the future. It’s an enormous challenge to get humans safely to these destinations. We should take this giant scientific leap only when we are ready, and we shouldn’t subject our brave astronauts—and the success of the missions—to undue risk. For these reasons and more, sending humans for long-[duration](javascript:void(0);) missions to Mars would be unwise.

*—AMANDA R. HENDRIX*, Senior Scientist, Planetary Science Institute

**Analyzing Author’s Claims Worksheet**

|  |  |
| --- | --- |
| AUTHOR: **James Green**  Chief Scientist, NASA | AUTHOR: **Amanda R. Hendrix**  Senior Scientist, Planetary Science Institute |
| Author’s main claim or argument in the debate: | Author’s main claim or argument in the debate: |
| **REASON 1:** Name one reason the author gives for his claim.  List evidence the author gives to support Reason 1. | **REASON 1:** Name one reason the author gives for his claim.  List evidence the author gives to support Reason 1. |
| **REASON 2:** Name another reason the author presents.  List evidence the author gives to support Reason 2. | **REASON 2:** Name another reason the author presents.  List evidence the author gives to support Reason 2. |
| **REASON 3:** Name a third reason the author presents.  List evidence the author gives to support Reason 3. | **REASON 3:** Name a third reason the author presents.  List evidence the author gives to support Reason 3. |
| **What persuasive devices does the author use?**  \_\_\_ Appeals to emotions  \_\_\_ Uses data or scholarly research  \_\_\_ Tells why the other side’s argument is weak  \_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **What persuasive devices does the author use?**  \_\_\_ Appeals to emotions  \_\_\_ Uses data or scholarly research  \_\_\_ Tells why the other side’s argument is weak  \_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **EVALUATE:** Which author do you think makes a more effective case? Do you spot any weaknesses, such as a bias or missing information—in either argument? | |

**Central CER paragraph question:** *Should Humans Go to Mars?*

*(7-12 sentences long)*

*I.* ***Topic Sentence:***

Examples of Topic Sentences:

1. How long have humans discussed the idea of going to Mars?
2. Which groups are working on how to send humans to Mars?
3. What new advancements have been made that might make it possible for humans to survive on Mars?

* This introduces the main idea of a paragraph.
* All paragraphs MUST HAVE a topic sentence.
* The topic sentence is a general statement.
* Your paragraph needs 1-2 topic sentences.

*II.* ***Claim Sentence:***

* It’s the main point you are arguing.
* It answers a question about the issue you will explore (it is arguable). Your claim will answer the following question: *Should Humans Go to Mars??*
* Your claim will need to answer the central question with a “yes” or “no,” and provide a reason.
* Your claim will be 1-2 sentences.

*III.* ***Evidence to Support Claim***

**Be sure to use sentence starters:**

*For instance, in the text….* *According to document [B] The author states, …”* *As can be seen in…* *It is evident from…* *The graphic/illustration/chart shows that….*

* Writers need to use evidence to persuade their readers to accept their claim.
* Without evidence, your claim is merely your idea or opinion (this isn’t enough!)
* Your paragraph needs 2 pieces of evidence, which will = 2-3 sentences. You should

Have 1 quote that supports your claim, and a 2nd quote that you can argue against.

* Examples of Evidence:
  + facts/events
  + Quotations
  + Statistics
  + Political cartoons/drawings
* Sources of Evidence:
  + Pro/Con article
* To introduce evidence?
  + Use a sentence starter for evidence: *According to James Green at NASA, “*
  + Don’t forget to put quotes in “ “ when actually quoting words from a document
  + To reference evidence after it has been presented in your writing, you can:
    - write (NO article or Amanda Hendrix) after you write down the quote

*IV.* ***Reasoning:***

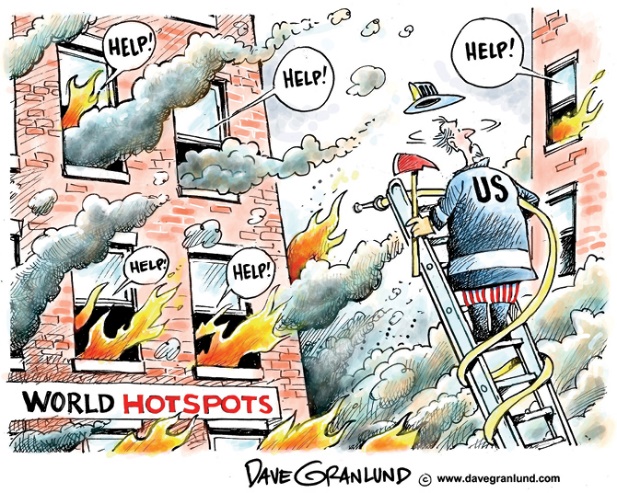
**Be sure to use sentence starters:**

*The (piece of evidence) proves that... This (piece of evidence) shows... This (piece of evidence) illustrates... Based on this (piece of evidence), one can conclude that (restate the claim) because … Based on this (piece of evidence), historians may conclude that (restate the claim) because… This is significant because... These (pieces of evidence) work together to build a case for… The author uses this evidence to…*

* You need to connect and/or explain how the evidence presented further supports your claim. Your reasoning provides insight and analysis of the topic and evidence. For instance*, why is human travel to Mars beneficial/harmful to mankind?* This analysis should be about 1-2 sentences in length.
* 2nd, you should provide a counter-argument. How/why are the points presented by the other side wrong/inaccurate/harmful? This analysis should be about 1-2 sentences in length.

*V.* ***Conclusion:***

* 1 or 2 sentences which restates the claim in a fresh way to reinforce the paragraph's main idea

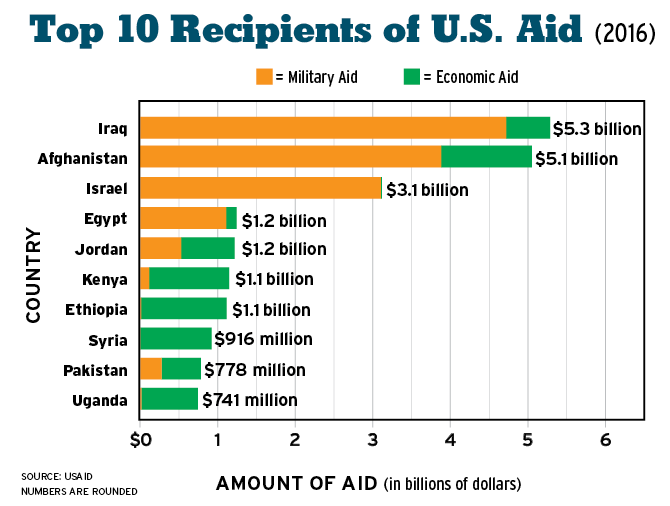
**Should the U.S. Continue Giving Billions in Foreign Aid?**

1. Read Pro/Con articles/opinions
2. Complete “Analyze Author’s Claim” wksht
3. Complete CER paragraph

Last year, the U.S. spent $42 billion on foreign aid. About 35 percent of that was for military assistance, but all the rest provided economic and humanitarian aid to developing countries. No other nation spent more. Most recent American presidents have seen foreign aid as a way of promoting American values abroad and preventing international challenges from flaring up into crises.

But President Trump, who ran for office on an “America First” platform, has proposed cutting U.S. foreign aid by about a third, to less than $30 billion. Two experts—a researcher from an organization that promotes international development and a scholar from a conservative Washington think tank—square off about whether foreign aid is a good investment or a waste of taxpayer money.

[MARCH 12, 2018](https://upfront.scholastic.com/issues/2017-18/031218.html)





Foreign aid makes up a tiny fraction of the U.S. budget. For every dollar the government collects in federal taxes, just one penny goes to help people in developing countries. But that investment in things like vaccines, providing school supplies, and helping rebuild after natural disasters has had a huge impact. In the past 25 years, the proportion of people living in extreme poverty worldwide has dropped by two-thirds, and U.S. aid helped make this a reality.

The money we spend overseas not only helps those in far-off places, it also has benefits here at home. A U.S. program to fight malaria has saved more than 6 million lives since 2000. A program to fight the AIDS epidemic has prevented nearly 2 million babies from being born with HIV. Fighting disease outbreaks in poor countries also helps prevent those diseases from spreading across our own borders.

In addition, foreign aid boosts the U.S. economy and protects our national security. By helping people in poorer countries become healthier, more educated, and more optimistic about the future, we’re encouraging people to see Americans as allies rather than enemies—and ultimately as potential business partners. In fact, in 2015, American businesses sold 51 percent of their products to customers in developing countries. South Korea, once an impoverished country and a recipient of U.S. aid, is now one of America’s largest export markets.

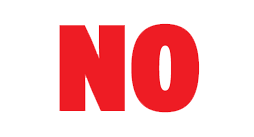
**U.S. foreign aid has helped reduce extreme poverty substantially.**

Providing aid to those who need it also fundamentally reflects our American values. We are a nation of compassion and resources. We like to think we solve problems. And despite all the progress made in the past few decades, the world still has enormous problems: Globally, 15

million school- age girls never set foot in a classroom, and 25 percent of children who do go to school never learn to read. Smart U.S. foreign aid can help change that.

Foreign aid can help make the world a safer and more prosperous place, and we should continue investing in it.

*—****SCOTT MORRIS***, Senior Fellow, Center for Global Development



Since the end of World War II, American taxpayers have watched their government spend more than $3 trillion on foreign aid. The time has come for significant cuts. That’s because most

aid projects have failed to solve the long-term problems of poverty and bad governance, and they will never be able to succeed.

The biggest problem with foreign aid is that it often goes to countries that have troubled histories and deeply entrenched problems. In many of these countries, the most basic functions of government are totally unreliable. For example, Ethiopia, Nigeria, Pakistan, and Haiti have received billions in U.S. aid in recent years but remain corrupt, unstable, or undemocratic.

Too often, foreign aid actually reinforces these problems, making it harder for countries to fight corruption and establish more-democratic institutions. That’s because foreign aid can help corrupt regimes remain in power by giving them money and good-paying jobs for them to hand out as perks. Sometimes when [unscrupulous](javascript:void(0);) regimes receive American foreign aid funding to fight against corruption in their governments, they use it to target their political enemies. Sadly, we see this happening in South Sudan right now.

**Foreign aid can make it harder for troubled countries to fight**

**corruption.**

When USAID, the agency that distributes foreign aid, was set up in the early 1960s, it was the height of the Cold War. Foreign aid was a key weapon in the battle with the Soviet Union for the “hearts and minds” of people in developing countries. But the Cold War is over, and that rationale for official government aid is gone.

There have been some notable foreign aid successes, such as helping to fight malaria and halt the spread of HIV/AIDS in sub-Saharan Africa. But unfortunately, the overall track record of U.S. foreign aid is mixed at best.

At the end of the day, the goal of American foreign aid agencies should be to put themselves out of business by helping countries to succeed on their own. In that sense, the end of foreign aid can’t come soon enough.

*—****JAMES M. ROBERTS***

Research Fellow, The Heritage Foundation

**Analyzing Author’s Claims Worksheet**

|  |  |
| --- | --- |
| AUTHOR: **Scott Morris**  Senior Fellow, Center for Global Development | AUTHOR: **James M. Roberts**  Research Fellow, The Heritage Foundation |
| Author’s main claim or argument in the debate: | Author’s main claim or argument in the debate: |
| **REASON 1:** Name one reason the author gives for his claim.  List evidence the author gives to support Reason 1. | **REASON 1:** Name one reason the author gives for his claim.  List evidence the author gives to support Reason 1. |
| **REASON 2:** Name another reason the author presents.  List evidence the author gives to support Reason 2. | **REASON 2:** Name another reason the author presents.  List evidence the author gives to support Reason 2. |
| **REASON 3:** Name a third reason the author presents.  List evidence the author gives to support Reason 3. | **REASON 3:** Name a third reason the author presents.  List evidence the author gives to support Reason 3. |
| **What persuasive devices does the author use?**  \_\_\_ Appeals to emotions  \_\_\_ Uses data or scholarly research  \_\_\_ Tells why the other side’s argument is weak  \_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **What persuasive devices does the author use?**  \_\_\_ Appeals to emotions  \_\_\_ Uses data or scholarly research  \_\_\_ Tells why the other side’s argument is weak  \_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **EVALUATE:** Which author do you think makes a more effective case? Do you spot any weaknesses, such as a bias or missing information—in either argument? | |

**Central CER paragraph question:** *Should the U.S. Continue Giving Billions in Foreign Aid?*

*(7-12 sentences long)*

*I.* ***Topic Sentence:***

Examples of Topic Sentences:

1. How much military aid does the US provide each year?
2. Which countries receive the most US aid?
3. What programs/assistance does US aid provide for?

* This introduces the main idea of a paragraph.
* All paragraphs MUST HAVE a topic sentence.
* The topic sentence is a general statement.
* Your paragraph needs 1-2 topic sentences.

*II.* ***Claim Sentence:***

* It’s the main point you are arguing.
* It answers a question about the issue you will explore (it is arguable). Your claim will answer the following question: *Should the US Continue Giving Billions in Foreign Aid?*
* Your claim will need to answer the central question with a “yes” or “no,” and provide a reason.
* Your claim will be 1-2 sentences.

*III.* ***Evidence to Support Claim***

**Be sure to use sentence starters:**

*For instance, in the text….* *According to document [B] The author states, …”* *As can be seen in…* *It is evident from…* *The graphic/illustration/chart shows that….*

* Writers need to use evidence to persuade their readers to accept their claim.
* Without evidence, your claim is merely your idea or opinion (this isn’t enough!)
* Your paragraph needs 2 pieces of evidence, which will = 2-3 sentences. You should

Have 1 quote that supports your claim, and a 2nd quote that you can argue against.

* Examples of Evidence:
  + facts/events
  + Quotations
  + Statistics
  + Political cartoons/drawings
* Sources of Evidence:
  + Pro/Con article
* To introduce evidence?
  + Use a sentence starter for evidence: *According to James Roberts at the Heritage Foundation, “*
  + Don’t forget to put quotes in “ “ when actually quoting words from a document
  + To reference evidence after it has been presented in your writing, you can:
    - write (YES article or Scott Morris) after you write down the quote

*IV.* ***Reasoning:***

**Be sure to use sentence starters:**

*The (piece of evidence) proves that... This (piece of evidence) shows... This (piece of evidence) illustrates... Based on this (piece of evidence), one can conclude that (restate the claim) because … Based on this (piece of evidence), historians may conclude that (restate the claim) because… This is significant because... These (pieces of evidence) work together to build a case for… The author uses this evidence to…*

* You need to connect and/or explain how the evidence presented further supports your claim. Your reasoning provides insight and analysis of the topic and evidence. For instance*, why is reducing US foreign aid beneficial/harmful to Americans?* This analysis should be about 1-2 sentences in length.
* 2nd, you should provide a counter-argument. How/why are the points presented by the other side wrong/inaccurate/harmful? This analysis should be about 1-2 sentences in length.

*V.* ***Conclusion:***

* 1 or 2 sentences which restates the claim in a fresh way to reinforce the paragraph's main idea



1. Read Pro/Con articles/opinions
2. Complete “Analyze Author’s Claim” wksht
3. Complete CER paragraph

A rallyfor President Trump’s proposed border wall in San Diego, California, 2017 *(left)*; DACA supportersat a protest in Portland, Oregon, last fall *(right)* Bill Wechter/Afp/Getty Images *(left)*; Diego GDiaz/Shutterstock.com *(right)*

**Should DACA Be Ended?**

Last fall, President Trump announced that he would do away with DACA, a program that has protected from deportation hundreds of thousands of young people brought to the U.S. illegally as children. Trump said the program, which was created by President Barack Obama, was illegal, and he called on Congress to come up with a replacement. Congress hasn’t yet done so.

In the meantime, several judges have ruled that DACA must remain in place while various legal challenges work their way through the courts. Immigration groups have filed lawsuits to try to protect DACA, while seven states, led by Texas, have asked the courts to end it.

Here, a group that favors immigration restrictions and another that advocates for immigrants face off on whether the program should be discontinued.

[OCTOBER 8, 2018](https://upfront.scholastic.com/issues/2018-19/100818.html)



In 2012, the Obama administration illegally usurped Congress’s power to write immigration laws when, in a memo, it created the Deferred Action for Childhood Arrivals program, commonly known as DACA. DACA has granted work permits to approximately 800,000 immigrants who had illegally entered this country before they turned 16.

This unconstitutional program should be ended. Only the people’s representatives in Congress have the authority to decide whether DACA recipients should be allowed to stay, and Congress has not passed legislation to do so.

DACA is essentially an [amnesty](javascript:void(0);) program for those who’ve broken the law. Amnesties like DACA are fundamentally unfair to legal immigrants who followed the rules. Allowing DACA to remain in place would benefit parents who entered the country illegally with their children, cut in line, and disregarded the legal immigration process.

DACA is also unfair to Americans who must compete with DACA recipients for jobs. When DACA began, a study found that about 20 percent of those eligible lacked high school diplomas, so it’s likely that some DACA recipients are taking unskilled jobs that would have gone to the most disadvantaged Americans, both citizens and legal immigrants. DACA also doesn’t require recipients to learn English or prove they can support themselves.

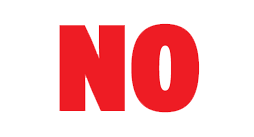
**DACA is essentially an amnesty program for those who’ve broken the law.**

Besides, many DACA recipients came to the U.S. as young teens, not toddlers. Those young people spent their formative years in their home countries. It’s not unreasonable to require them to return. Once back, they could use the skills and education they received here to help make those countries better places to live. It does, however, make sense for Congress to shield from deportation those who were brought to America as little children—as long as we also make our border safer, so this doesn’t happen again.

The DACA program was illegal from the start, and it allows far too many people who came to the U.S. illegally to remain. It’s time to end it.

*—****MARGUERITE TELFORD***

Director of Communications, Center for Immigration Studies



The 690,000 young people who are currently DACA recipients are our friends, our neighbors, our classmates, and our co-workers. They are Americans in every way, except on paper, and we must ensure they stay here.

DACA recipients are deeply [entwined](javascript:void(0);) with the fabric of American life. They are teachers, students, pastors, members of the military, business owners, Eagle Scouts, computer programmers, and much more. In fact, a recent study found that 90 percent of DACA recipients are employed. DACA recipients contribute an estimated  
$42 billion to the U.S. economy every year, according to a recent report.

The U.S. faces a worker shortage and a widening skills gap that hurt productivity and innovation. DACA recipients are crucial to countering these shortages and creating jobs that benefit all workers in the U.S.

Many DACA recipients were so young when they were brought to the U.S. that they have no memory of any other home. Some didn’t even realize they were here illegally until it came time for them to apply for college or a job.

**DACA recipients are Americans in every way, except on paper.**

If DACA recipients were to lose their protected status—and with it, their ability to work and contribute—hundreds of thousands of our neighbors would be driven out of their integral roles in communities throughout the country and into the shadows.

Ending DACA would be bad for the country as a whole, and it would also be morally wrong. These young people came forward and gave the federal government their names and addresses in order to apply for DACA. For the government to now use that information to find and deport them would be a betrayal of trust.

DACA has provided a temporary solution for young people who love this country, and for now we must keep it in place. In the end, however, Congress needs to pass a legislative solution that protects these young people—and our economic future—permanently.

*—****ALI NOORANI***

Executive Director, National Immigration Forum

DACA By the Numbers

822,008

TOTAL NUMBER of people who have been approved for DACA since the program began in 2012.

544,150

NUMBERof DACA recipients from Mexico, more than from any other country.

1.3 million

ESTIMATE of how many young people met the criteria for DACA protections and would have been eligible to apply.

*Sources: U.S. Citizenship and Immigration Services, Migration Policy Institute*

**Analyzing Author’s Claims Worksheet**

|  |  |
| --- | --- |
| AUTHOR: ***MARGUERITE TELFORD*** Dir. of Communications, Center for Immigration Studies | AUTHOR: **Ali Noorani**  Executive Director, National Immigration Forum |
| Author’s main claim or argument in the debate: | Author’s main claim or argument in the debate: |
| **REASON 1:** Name one reason the author gives for his claim.  List evidence the author gives to support Reason 1. | **REASON 1:** Name one reason the author gives for his claim.  List evidence the author gives to support Reason 1. |
| **REASON 2:** Name another reason the author presents.  List evidence the author gives to support Reason 2. | **REASON 2:** Name another reason the author presents.  List evidence the author gives to support Reason 2. |
| **REASON 3:** Name a third reason the author presents.  List evidence the author gives to support Reason 3. | **REASON 3:** Name a third reason the author presents.  List evidence the author gives to support Reason 3. |
| **What persuasive devices does the author use?**  \_\_\_ Appeals to emotions  \_\_\_ Uses data or scholarly research  \_\_\_ Tells why the other side’s argument is weak  \_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **What persuasive devices does the author use?**  \_\_\_ Appeals to emotions  \_\_\_ Uses data or scholarly research  \_\_\_ Tells why the other side’s argument is weak  \_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **EVALUATE:** Which author do you think makes a more effective case? Do you spot any weaknesses, such as a bias or missing information—in either argument? | |

**Central CER paragraph question:** *Should DACA Be Ended? (7-12 sentences long)*

*I.* ***Topic Sentence:***

Examples of Topic Sentences:

1. What is DACA?
2. What are President Trump’s views on DACA?
3. How do his views differ from President Obama’s views?
4. What is current status of DACA?

* This introduces the main idea of a paragraph.
* All paragraphs MUST HAVE a topic sentence.
* The topic sentence is a general statement.
* Your paragraph needs 1-2 topic sentences.

*II.* ***Claim Sentence:***

* It’s the main point you are arguing.
* It answers a question about the issue you will explore (it is arguable). Your claim will answer the following question: *Should DACA Be Ended?*
* Your claim will need to answer the central question with a “yes” or “no,” and provide a reason.
* Your claim will be 1-2 sentences.

*III.* ***Evidence to Support Claim***

**Be sure to use sentence starters:**

*For instance, in the text….* *According to document [B] The author states, …”* *As can be seen in…* *It is evident from…* *The graphic/illustration/chart shows that….*

* Writers need to use evidence to persuade their readers to accept their claim.
* Without evidence, your claim is merely your idea or opinion (this isn’t enough!)
* Your paragraph needs 2 pieces of evidence, which will = 2-3 sentences. You should

Have 1 quote that supports your claim, and a 2nd quote that you can argue against.

* Examples of Evidence:
  + facts/events
  + Quotations
  + Statistics
  + Political cartoons/drawings
* Sources of Evidence:
  + Pro/Con article
* To introduce evidence?
  + Use a sentence starter for evidence: *According to Ali Noorani from the National Immigration Forum, “*
  + Don’t forget to put quotes in “ “ when actually quoting words from a document
  + To reference evidence after it has been presented in your writing, you can:
    - write (YES article or Marguerite Teleford) after you write down the quote

*IV.* ***Reasoning:***

**Be sure to use sentence starters:**

*The (piece of evidence) proves that... This (piece of evidence) shows... This (piece of evidence) illustrates... Based on this (piece of evidence), one can conclude that (restate the claim) because … Based on this (piece of evidence), historians may conclude that (restate the claim) because… This is significant because... These (pieces of evidence) work together to build a case for… The author uses this evidence to…*

* You need to connect and/or explain how the evidence presented further supports your claim. Your reasoning provides insight and analysis of the topic and evidence. For instance*, why is DACA beneficial/harmful to Americans?* This analysis should be about 1-2 sentences in length.
* 2nd, you should provide a counter-argument. How/why are the points presented by the other side wrong/inaccurate/harmful? This analysis should be about 1-2 sentences in length.

*V.* ***Conclusion:***

* 1 or 2 sentences which restates the claim in a fresh way to reinforce the paragraph's main idea