

From Argument Planner to Fully Supported Body Paragraph

Blank Argument Planner (for the 1st Body Parag. of a Critical Essay)

Essay Question:

Claim/Thesis:

Reason #1: (be sure to state reasons with “because” clauses)

Evidence#1--(include quote)

Connecting statement:

Evidence#2--(include quote)

Connecting statement:

Evidence#3--(include quote)

Connecting statement:

See [Argument Planner Guide](#)

Filed-in Argument Planner (for 1st Body paragraph of example essay on “Eveline”)

Essay Question: Did Eveline make the right or wrong decision by deciding to stay and not leave with Frank?

Claim/Thesis: Eveline made the wrong decision in staying.

Reason #1 (transition sentence): Eveline made the wrong decision in staying because she was returning to an abusive household.

Evidence#1—“Even now, though she was over nineteen, she sometimes felt herself in danger of her father's violence. She knew it was that that had given her the palpitations.”

Connecting statement: Though her father never hit her, the only thing stopping him from assaulting Eveline was the memory of her mother, which, eventually, might not be enough to stop him in the future. She obviously fears physical abuse.

Evidence#2-- “He said she used to squander the money, that she had no head, that he wasn't going to give her his hard-earned money to throw about the streets, and much more, for he was usually fairly bad on Saturday night.”

Connecting statement: Eveline’s father insulted her intelligence in a cruel, misogynistic manner, making her feel worse of herself and possibly harming her self-image. He also is an alcoholic.

Evidence#3-- “Of course, her father had found out the affair and had forbidden her to have anything to say to him. [...] One day he had quarreled with Frank and after that she had to meet her lover secretly.”

Connecting statement: The cruel, controlling nature of her father is shown in forbidding her to see her lover and even quarreling with him, despite her feelings.



Example of Fully Supported Body Paragraph that

- Starts with a transition sentence presenting the REASON supporting the claim/thesis this paragraph will develop.
- Presents THREE bits of textual evidence as support.
- Each quote is “sandwiched” following the [principles for using quotes](#) for evidence and meaning copied below.

Version of paragraph color-coded to show the elements of integrating quotes:

Eveline made the wrong decision in staying because she was returning to an abusive household. Her father was obviously a controlling and overbearing person as is shown in his dealings with Eveline’s boyfriend when he found out they were dating: “Of course, her father had found out the affair and had forbidden her to have anything to say to him. [...] One day he had quarreled with Frank and after that she had to meet her lover secretly.” Eveline is 19 years old, and has the right to date who she wants, but he obviously feels like he has the right to control her. This enslaved position is made worse because he drinks heavily and then gets abusive towards her. Each week when she asks for money to go to the store—money she earned and gave to him—he in his drunkenness verbally abuses her: “He said she used to squander the money, that she had no head, that he wasn’t going to give her his hard-earned money to throw about the streets, and much more, for he was usually fairly bad on Saturday night.” He sounds like a raging alcoholic and not a safe person to live with. What is worse, the alcoholism and verbal abuse from her father may soon become physical. She speaks herself about this fear: “Even now, though she was over nineteen, she sometimes felt herself in danger of her father’s violence. She knew it was that that had given her the palpitations.” Whether he hits her or not, which is likely in his drunken rages, she obviously is physically terrified if it is making her have heart palpitations. Things are getting worse living with her abusive father, and she should have left with Frank to escape the situation.

Transition sentence

1st sandwiched quote

2nd sandwiched quote

3rd sandwiched quote

Wrap up sentence

Principles of Using and Integrating Quotes for Support

BEFORE THE QUOTATION

- Give the context of the quotation (where appropriate). Who said it? Where did it come from and when? (author, title, date/circumstance)
- Prepare the reader for the quote: What is the quote about? What will it be demonstrating or proving.

AFTER THE QUOTATION

- Make sure the significance of the quotation is clear in relation to the main idea of the paragraph and the essay. Clarify the meaning of the quote.

