Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Class: \_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Read both articles in Ready New York CCLS, pages 217-219 and complete the graphic organizers below. Use these words to describe each component: logical/illogical, relevant/irrelevant, valid/invalid, adequate/inadequate, objective/bias and why.

|  |  |
| --- | --- |
| Thesis/Main Argument: |  |
| Reason 1: |  |
| Supporting evidence:  a)  b) |  |
| Reason 2: |  |
| Supporting Evidence:  a)  b: |  |
| Reason 3: |  |
| Supporting Evidence:  a)  b) |  |

|  |  |
| --- | --- |
| Thesis/Main Argument: |  |
| Reason 1: |  |
| Supporting evidence:  a)  b) |  |
| Reason 2: |  |
| Supporting Evidence:  a)  b: |  |
| Reason 3: |  |
| Supporting Evidence:  a)  b) |  |