

Directions: Organize your thoughts before writing your rough draft paragraph using this chart. Think about the POINT of your paragraph, what EVIDENCE you have, an EXPLANATION of your evidence, and a LINK or transition to your paragraph point or greater point of the essay.

Discussion question: _____

<p>1) Point: What is your main point of this paragraph? What is the one thing you want the reader to know?</p>	<p>2) Evidence: Find facts, testimonies (quotes), statistics, and expert opinions to support your main point. Write at least three pieces of evidence below.</p>
<p>3) Explanation: What does the evidence mean? How do they support and make your point?</p>	<p>4) Link: How does this information link to your point or greater topic? What are some ways you can connect the two?</p>

PEEL Paragraphs

Point

- Start with a topic sentence that states your point.
- Use a complex sentence whenever possible.

Evidence

- Provide evidence supporting your point.
- This is usually either a quote from a source, a paraphrase of information from a source, or in the case of a test, something you learned about the topic.

Explain, Elaborate, and/or Evaluate

- Explain how your evidence supports your point,
- Elaborate on your evidence, and/or
- Evaluate your evidence in light of your point.
- This is where you perform your own analysis, the most important part of your writing.

Link

- Connect back to the topic sentence OR
- Link your point back to your thesis statement.

Note: A strong paragraph will include multiple pieces of evidence, each with supporting explanation or elaboration, and/or evaluation.

Academic Paragraph Prompts

1. Distinguish prejudice from racism.
2. To what extent is self imposed racial preference (ie. segregation) in social/academic settings advantageous?
3. Based on Tatum's text, how does White privilege affect social or academic dynamics at Lincoln High School?
4. Based on Source A, explain the origins of social stereotyping.

Brainstorm with your group: