



**Good
Morning!!!**

How are ya'?



AGENDA



Check-In Question

How would YOU argue
this?

01

02

Notes

Types of Evidence

Independent Work

03

Check-In Question

Is requiring ALL students to take
PE in high school a good idea?
Explain your answer in the chat
box.





Learning Goals

I can evaluate what types of evidence are most persuasive in different contexts and with different audiences.



Essential Question

What types of evidence persuade?
How can I become more persuasive?

How could you be persuasive in this situation?

What is your position?

What could be some possible claims?

What evidence would you use?



A variety of types of evidence can be used to support an argument. For example, suppose your friend complains that AP® Psychology won't fit into his schedule because he has to take a PE class. His personal experience may cause you to begin thinking about whether requiring all students to take PE is a good idea. You think about other friends who feel out of place in gym class as well—and you come to the conclusion that requiring PE is not a good idea.

Variety of evidence=well-rounded argument

At this point your specific claim emerges: “Requiring PE in high school harms many students more than it helps them.” You can support your claim with your friends’ personal experiences, but those are only two examples—not enough evidence to create a solid argument. To create a well-rounded argument likely to be accepted by a diverse audience, you would do well to include additional types of evidence—facts and expert opinions, for example.



Types of Evidence

Types of Evidence & Definition.

Pros

Cons

Facts: objective information

Facts are hard to disagree with.

Readers may not agree with what constitutes a proven fact.

Analogies: comparisons between two things used to explain or clarify a point

Analogies make something unfamiliar or complex more understandable.

Readers may not understand the things being compared, causing them to reject the argument.

Anecdotes: short, real-life stories used to illustrate a point

Anecdotes show how a claim might matter in the real world.

Readers may not agree on what the anecdote proves.



Types of Evidence

Types of Evidence & Definition.

Pros

Cons

Statistics: numerical facts or data

Statistics are easy to accept because they show trends to support claims.

Readers may not trust the source or may believe that the statistics have been unfairly manipulated.

Examples: specific instances that demonstrate something relevant to the claim

Examples make abstract concepts understandable and relatable.

Readers may believe the examples are not relevant.

Details: relevant facts, descriptions, items, or features

Details provide visual images, making the claim real and substantial.

Readers may not relate to writer's chosen details.



Types of Evidence

Types of Evidence & Definition.

Pros

Cons

Illustrations: examples meant to clarify or prove something

Illustrations make the claim feel more realistic, similar to the effects of using examples and details.

Readers may not accept them or the claim if the illustrations are unfamiliar.

Expert Opinions: statements made by people with special knowledge of the topic

Expert opinions build trust in the writer and in the claim.

Readers may not trust the experts or may reject the ideas as just opinions.

Personal Observations and Personal Experiences: writer's conclusions based on their experiences

Personal observations make the writer appear more relatable and trustworthy.

Readers may believe they are biased and unreliable.



Types of Evidence

Types of Evidence & Definition.

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Testimonies: formal written or spoken statements provided as evidence

Testimonies humanize the claim, making it real and relevant, similar to the effect of personal observation, personal experiences, and anecdotes.

Readers may believe they are biased and unreliable.

Experiments: scientific procedures that test hypotheses and rely on observable, measurable, and reproducible results

Experiments indicate that an objective process for gathering evidence and making claims was used.

Depending on the circumstances and the experiments being done, readers may reject the results.

Practice

When considering the rhetorical situation for the argument that PE should not be required, what type of evidence would be **BEST**?



2nd block Click [HERE](#)

3rd block Click [HERE](#)

Effective claims stir interest and call for a defense rather than simply present an obvious, known fact that would cause little or no disagreement.

Sharpening the Edge

As you read in 2.1, a claim must be defensible. If a claim isn't defensible, it is either completely untrue (cannot be defended or is just nonsensical) or it is a fact or generally accepted as a fact. As you gather evidence to support a claim, you should also be reviewing and, if necessary, revising your claim to be sure it has the edge or sharpness of a genuine claim. Consider the following examples:



Second Block

Click [HERE](#)

Third Block

Click [HERE](#)



Statement	Claim? Why or Why Not?	How Can the Statement be Revised into a Claim?
All children should receive an education.	Move this box to see answers. Mrs. M has key to move.	
Requiring PE in high schools harms some students more than it helps them.		
People can vote when they turn 18.		
People who don't vote should be penalized.		

Notice that the examples of claims above are also refined enough to express an interesting view rather than a trite or oversimplified one. Issues worth debating always have more positions within them than a simple pro or con. For example, a claim that schools should not require PE is, as it stands, general, overly familiar, and somewhat dull. However, claiming that requiring PE can actually be harmful to some students adds a level of interest and complexity that will engage readers or listeners. When considering your rhetorical situation, anticipate the possible points of view, objections, and values held by the people reading your argument to help you refine your claim. Sometimes an effective claim produces discomfort in those who disagree with it.



Remember: Effective claims provoke interest and require a defense, rather than simply stating an obvious, known fact that requires no defense or justification. (CLE-1.D)

In academic contexts, most types of evidence come from source material—information found in books, articles, conversations, blogs, and many other documents, videos, or recordings. Evidence from firsthand observation or experience is also used in academic settings. Writers relate source material to their own argument by syntactically embedding, or weaving in, particular quoted, paraphrased, or summarized information from one or more sources into their own ideas. When you **quote** a source, you use an **author's exact words**. When you **paraphrase**, you **rewrite** the author's ideas in your own words. When you **summarize**, you **condense key information** from a source in your own words, leaving out some details.

Weaving in Others' Ideas

At the beginning of the argumentation process, a writer's thinking may be shaped by information from informal sources, such as conversations with classmates and posts on social media. However, once a writer has established a position and a claim, more concrete evidence is needed to make the argument convincing to a varied audience.

When the writer's own observation or experience does not provide sufficient or appropriate evidence, the writer looks for other reliable sources for information to justify the claim.





Combining Writer and Source Ideas Good information from outside sources needs to be woven into a writer's argument. Deftly synthesizing source information with your own ideas strengthens your argument by demonstrating that experts agree with your position. The information you get from outside sources may shape the wording of the claim. It also may become evidence, or it may become part of the reasoning that explains how the evidence supports the claim. However you use it, new information should blend seamlessly with your own word choice and writing style.



WRITER'S OWN IDEA

I have seen a lot of students get bullied in PE class.

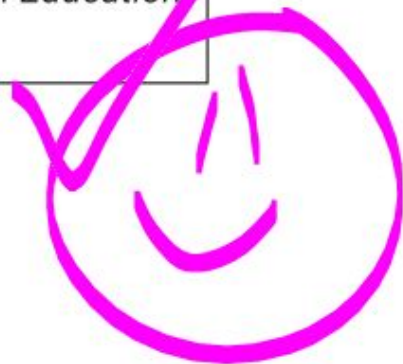
SOURCE INFORMATION

"... bullying situations have a negative impact on students' enjoyment of PE, leading to detrimental consequences for their physical and psychological health."

"Physical education and school bullying: a systematic review," *Physical Education and Sport Pedagogy Journal*, Volume 25, 2020

COMBINED WRITER AND SOURCE STATEMENT

Many students experience bullying in PE classes, which leads to "detrimental consequences for their physical and psychological health" (*Physical Education and Sport Pedagogy Journal*).





Drawing Inferences from Source Information Inferences are conclusions based on evidence and reasoning. Educator and author Jim Burke used the following formula to explain how an inference is made:

Known Information + New Information = Inference, or New Idea

When developing an argument, writers synthesize, or mix together, information from outside sources with their own ideas in order to arrive at a new idea, or an inference .



KNOWN INFORMATION

Physical education is supposed to make people active and healthy.

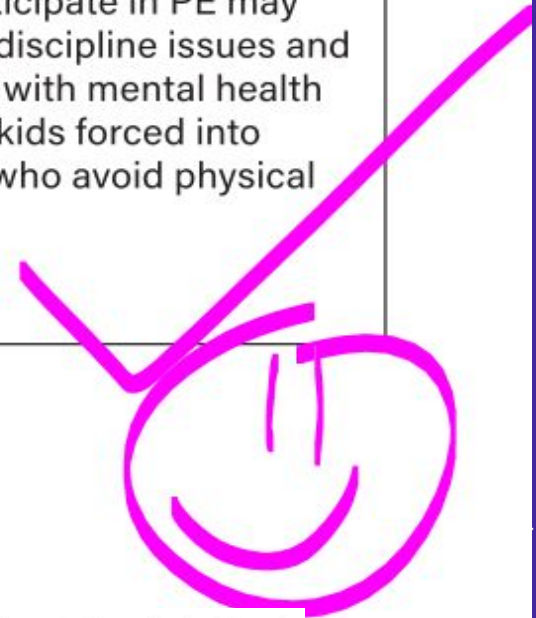
NEW INFO FROM SOURCE

"the daily [PE] mandate didn't have any positive impact on kids' health or educational outcome. . . . [It] actually had detrimental effects, correlating with an uptick in discipline and absence rates."

"Gym Class Is So Bad, Kids are Skipping School to Avoid It," *The Atlantic*, 29 January 2019

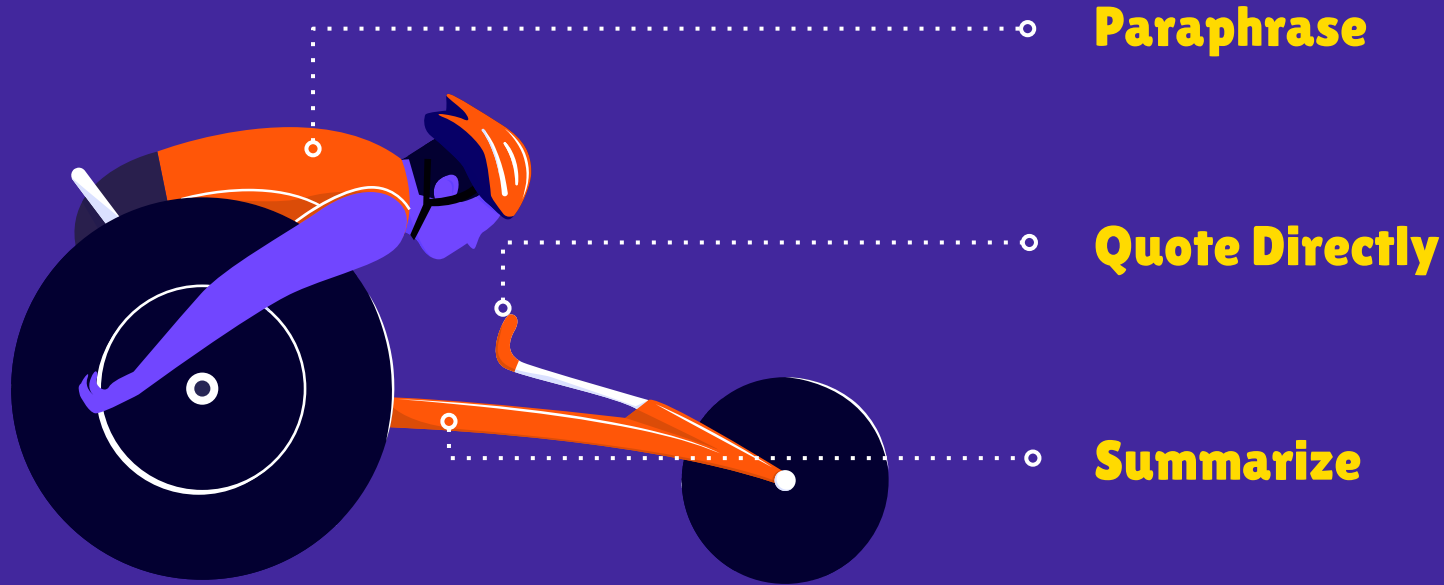
INFERENCE or NEW IDEA

Forcing kids to participate in PE may result in increased discipline issues and absenteeism along with mental health issues. As a result, kids forced into PE become adults who avoid physical activity.



Inferences such as the one above connect evidence to the writer's claim—in other words, they provide the reasoning that supports the argument. This connection is crucial for making a convincing argument.

There are 3 ways to synthesize your information.



Let's look at the 3 ways you could use this text:



Original Text

"School-based physical education (PE) is recommended by The Community Guide as an effective strategy to promote physical activity among youth. Unfortunately, many have speculated that PE exposure has declined precipitously among U.S. students in the past decade. Limited resources and budgets, prioritization of core academic subjects, and several other barriers have been cited as potential drivers of these claims." (health.gov)



QUOTING



Quoting	Use when . . .
<p>Even though PE classes have been losing out to “core academic subjects,” they are still recommended by The Community Guide, a government task force, as “an effective strategy to promote physical activity among youth” (health.gov).</p>	<ul style="list-style-type: none">▪ the exact language of the original text is an especially good expression of the idea▪ you want to disagree with an author’s argument▪ you want to highlight and clarify specific points of data▪ you want to include information that is shocking or unlikely to be believed by the audience

PARAPHRASING



Paraphrasing	Use when . . .
<p>Though PE classes are losing ground to subjects deemed more important, they are still key to promoting physical activity among students.</p>	<ul style="list-style-type: none">▪ you want to communicate the main ideas in a clear, logical order▪ the language or syntax of the source isn't appropriate for the audience

SUMMARIZING



Summarizing

PE is recommended to encourage physical activity among youth. However, many think that PE enrollment has likely declined significantly in the U.S. in the last ten years. Concerns about school funding and academic priorities are the major reasons PE may be in decline.

Use when . . .

- only the main points of the source need to be explained
- you want to explain an idea found in multiple sources



Have a great day!!!



**Independent
work**

Click [HERE](#)

