

Paragraph Construction Analysis

It's really very simple--follow the format:

- Lead-In Sentence
- CLAIM
- EVIDENCE
- WARRANT
- Conclusion Sentence



How does the author support the claim that people had a hard time making sense of the attacks on September 11th?

Break down the question:

How does the author support the claim that people had a hard time making sense of the attacks on September 11th?

- What is this question really asking?
- How many parts are there to the question?
- What academic action am I expected to perform?
 - I need to find evidence that proves the author's claim.
 - I'm being told that people had a hard time processing the terror attack.
 - What does the author use to convince me as the reader that people were incredulous?

1. Determine a **CLAIM** that you will make at the beginning of your response.
2. Use the acronym **RACES** to help--**R**estate the question; **A**nswer the question; **C**ite evidence; **E**xplain the relevance of the evidence to your claim. **S**ummarize the topic sentence.
3. Find direct quotes from the selection--note where it is in the text with a parenthetical citation (author's last name 2).
4. Write a **CLAIM** statement.
5. Provide the **EVIDENCE** (the quotes from the selection)
6. State the **WARRANT** (or explanation) about how those quotes prove the CLAIM.
7. End the response with a restatement of the **CLAIM**.

First--write a lead-in sentence that includes the title of the novel/article/poem/photograph/video and the author's name, then state the main topic/claim. This is also the R and A part of the RACES acronym.

Authors use imagery and reliable sources in order for a reader to connect or empathize with a topic. Throughout the article, "U.S. ATTACKED; HIJACKED JETS DESTROY TWIN TOWERS AND HIT PENTAGON IN DAY OF TERROR," the author, N.R. Kleinfeld uses people's first-person accounts of confusion and distress to show the chaos caused by the attacks and the difficulty people had in processing it.

Next, begin presenting the **evidence** and connecting that evidence to the claim (**warrant**). This is also the **C** and **E** from the **RACES** acronym.

When John Almoner attempts to describe the scene, he states, “I don’t know what the gates of hell look like, but it’s got to be like this” and adds that he “never saw anything like this” (Paragraph 6). The degree of destruction and violence shocked those who witnessed the attacks and left them struggling to understand what was happening. People were unable to fully grasp what was occurring around them.

Continue with **evidence** and **warrant**. . .

For instance, when Tim Lingenfelder was working in Tower 1, “he noticed rubble falling, and he thought, ‘That can’t be from here’” (Paragraph 16). The author quotes one man who asks, “‘This is America... How can it happen in America? How?’” (Paragraph 65). Finally, others grappled with questions such as who was responsible and what the whole thing meant: they stated, “‘It’s Pearl Harbor. It’s war’” (Paragraph 63) and “‘It’s sickos’” (Paragraph 64). Many struggled to accept that something of this magnitude could have happened in America.

Restate the **topic/claim** statement. This is also the **S** from the **RACES** acronym.

These first-person accounts leave no doubt in the reader's mind that this was a devastating experience that was impossible to comprehend. Kleinfeld uses this approach to support his/her claim because the readers needs to see, hear, and feel what it was like for those experiencing this terrorist attack.