

## Writing the Synthesis Essay in Two Parts Part 2: Using the Sources

### About this Lesson

After students have connected to their prior knowledge about the issue, considered both sides, and taken a position, they are now ready to read and analyze the additional sources to find textual support for their position. Students need practice in reading, summarizing, and evaluating sources. Using the PETSOX strategy can offer students a systematic approach to reading and evaluating sources.

Passages for LTF<sup>®</sup> lessons are selected to challenge students, while lessons and activities make texts accessible. Guided practice with challenging texts allows students to gain the proficiency necessary to read independently at or above grade level.

This lesson is included in Module 16: The Persuasive Response.

### Objectives

Students will

- understand the tasks of a writing prompt.
- read and evaluate an array of texts to determine each text’s value in supporting a position on an issue.
- plan and organize a synthesis essay response.
- write a textually supported persuasive essay.

### Level

Grades Six through Ten

### Connection to Common Core Standards for English Language Arts

LTF Foundation Lessons are designed to be used across grade levels and therefore are aligned to the CCSS Anchor Standards. Teachers should consult their own grade-level-specific Standards. The activities in this lesson allow teachers to address the following Common Core Standards:

Explicitly addressed in this lesson

Code	Standard	Level of Thinking	Depth of Knowledge
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Understand	III
R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Analyze	III

R.7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Evaluate	III
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Evaluate	III
R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Analyze	III
R.10	Read and comprehend complex literary and informational texts independently and proficiently.	Understand	II
W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Create	IV
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Create	III
W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	Evaluate	III
W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Evaluate	III
W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Analyze	III
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Apply	III

Implicitly addressed in this lesson

Code	Standard	Level of Thinking	Depth of Knowledge
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Analyze	III
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Understand	I
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Understand	I
L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Understand	II

### LTF Skill Focus

The foundation for LTF English lessons is the Skill Progression Chart that identifies key skills for each domain, beginning with grade 6 and adding more complex skills at each subsequent grade level while reinforcing skills introduced at previous grade levels. The Skill Focus for each individual lesson identifies the skills actually addressed in that lesson.

Levels of Thinking					
Remember	Understand	Apply	Analyze	Evaluate	Create
<b>Close Reading</b> <i>written, spoken, and visual texts</i>		<b>Grammar</b> <i>purposeful use of language for effect</i>		<b>Composition</b> <i>written, spoken, and visual products</i>	
<b>Reading Strategies</b> Annotation Determining Audience Determining Author's Purpose Determining Fact and Opinion Determining Main Idea Generalization Inference Paraphrase <b>Literary Techniques</b> Argumentation claim comparison/contrast concession counterargument emotional appeals ethical appeals logical appeals <b>Literary Forms</b> Nonfiction <b>Elements of Research</b> Evaluation of Sources Use of Print Sources				<b>Types (modes)</b> Persuasive (argumentative) claim concession counterargument defend persuasive appeals emotional ethical logical <b>The Process of Composition</b> Prewriting consideration of audience determination of purpose generation of ideas organization of ideas selection of topic Drafting extended time <b>Structural Elements</b> Introduction thesis Body incorporation of quotes topic sentence use of commentary use of evidence Conclusion <b>Organization</b> Patterns (spatial, order of importance, chronological, etc.) Transitions	

### Connections to AP\*

Students must write both an argument essay and a synthesis essay for the AP Language and Composition Exam.

\*Advanced Placement and AP are registered trademarks of the College Entrance Examination Board. The College Board was not involved in the production of this material.

### **Materials and Resources**

- copies of Student Activity

### **Assessments**

The following kinds of formative assessments are embedded in this lesson:

- guided questions
- persuasive paragraph

The following additional assessments are located on the LTF website

- Grade level posttest for synthesis—2010.

### **Teaching Suggestions**

This lesson may take several days to complete. Teachers should begin with whole group activities and gradually release responsibility to the individual student. First drafts of essays should be revised using directed revision strategies and instructions.

### **Answers**

Answers for this lesson are subjective and will vary. To obtain the maximum benefit of the lesson, ask students to go beyond the expected responses.

## Writing the Synthesis Essay in Two Parts

### Part 2: Using the Sources

This question requires you to choose a side of an issue and write an argument that is supported with evidence from a variety of sources. *Your argument should be the most significant part of the essay and the sources should merely support this argument. Do not merely paraphrase or summarize the sources.*

This part of the lesson continues from Part 1. At this point, you should have taken a position on the issue, come up with assertions about your position, and provided specific examples for those assertions. Now you must read source material on the issue and find evidence that supports your position and include that evidence as well in your essay. The prompt of a synthesis essay will tell you how many sources you must include. Remember to attribute both direct and indirect citations (direct quotations and paraphrase).

#### Read the prompt:

##### Introduction

Community service is an act by a person that benefits the local community. People become involved in community service for many reasons: for some, serving the community is an unselfish, humane act; for others, it is a punishment.

Some school districts, including all of those in the state of Maryland, require students to perform community service in order to graduate high school. Is this requirement worthwhile, providing needed service while teaching young people to care about contributing to their communities? Or does it create resentment, causing students to be less likely to volunteer in the future?

##### Assignment

Consider your own knowledge about the subject based on your experience, observation or reading. Then read the following sources (including any introductory information) carefully. Write an essay that defends or challenges the requirement that high school students perform community service in order to earn a diploma. You must cite three to five of the following sources to support your argument.

Refer to the sources by letter (Source A, etc.) or by the authors' last names provided below.

- Source A: (Current Events)
- Source B: (Newquist)
- Source C: (Goldsmith)
- Source D: (Lopez)
- Source E: (Hogshet)
- Source F: (American Psychological Society)
- Source G: (Sortal)
- Source H: (Obama)



**Using the P E T S O X strategy for reading text to gather information:**

If you are reading a text because you have a specific task in mind, you can use the steps outlined by the acronym PETSOX to help you remember what you need to do.

**P—Purpose**

Think about why you are reading this text. What are you trying to discover? What is the writer’s purpose in writing the text? Purpose makes a difference in how you read the text and in how the writer wrote the text. If a writer is trying to describe or inform, he or she will not be trying to sway the audience in any way. If the writer is trying to persuade, the reader must be aware of any bias or manipulation by the writer.

**E—Everything on the page**

When reading a text for a specific purpose, such as gathering information or trying to find support for a position on an issue, the reader must pay attention to everything on the page. Titles can supply hints to hidden meaning (especially in fiction), or they can give the main idea of an article. Headings can also help outline the main points of an article. Pictures, graphs, or charts can also provide valuable information. Footnotes should not be ignored, as they will usually clear up unknown or obscure information or vocabulary.

**T—Thesis and topic sentences**

Paying close attention to thesis and topic sentences will help you understand the main points of an article. The thesis and topic sentences should provide an outline of the points an author is making about the subject.

**S—Summary**

There are some good reasons to write a summary of what you’ve read: 1) a summary will make sure you understand what the text is about and what the main points are; 2) a summary will let you return to the text later and refresh your memory about it quickly without having to re-read it; 3) a summary is a good way to include context about the article when you are using evidence from it in your essay.

**O—On my side or Opposed?**

If you are trying to find evidence to support a position, you have to make a determination whether the text supports your opinion or opposes it. If the text opposes your opinion, you will want to avoid using it, unless you can take something from the article and disprove or effectively challenge it. If the article is “On your side,” you can quote from it in your essay.

**X—Mark usable text**

You need to mark text you want to use as evidence to support your opinion so that when you go back to the article, you can find that text easily. Marking an “X” in the margin is an easy way to do this.

**Activity Two: Reading and summarizing the sources**

Read the sources that follow, using the PETSOX strategy.

**Source A**

**“Involuntary volunteers?—US Supreme Court says students can be required to perform community services.”** *Current Events*, Nov 4, 1996.

<[http://www.findarticles.com/p/articles/mi\\_m0EPF/is\\_n9\\_v96/ai\\_18850802](http://www.findarticles.com/p/articles/mi_m0EPF/is_n9_v96/ai_18850802)>

Along with four years of English, math, and gym, many U.S. high-school students may soon be required to perform community service in order to graduate from high school. The U.S. Supreme Court recently decided to let stand a lower-court decision that a New York high school was justified in requiring students to perform community service in order to graduate. Currently, 8 percent of U.S. high schools require some form of community service.

Students and parents had argued that the graduation requirement was a form of “involuntary servitude,” banned by the 13th Amendment to the U.S. Constitution.

Those who object to required community service think a student should volunteer because of a genuine desire to help others and not because of a school edict. “The decision to serve others and how has always been and should be up to the individual and the family,” says attorney Scott Bullock, who represented some of the students in the court case. . . .

The 13th Amendment to the U.S. Constitution abolished slavery. It states that “neither slavery nor involuntary servitude shall exist within the United States.” In a decision upholding community-service requirements, one lower-court judge wrote, “The community-service requirement is in no way comparable to the horrible injustices of human slavery.”

Some school administrators think community-service requirements teach students valuable citizenship and job skills. The court found the New York school’s community-service requirement to be far more “educational than exploitative<sup>1</sup>.”

<sup>1</sup>**exploitative**: taking advantage of or using for selfish reasons



**Source B**

Newquist, Connie. 1997. "Community Service: Opportunity or Exploitation?" *Education World*, Nov 10. <[http://www.education-world.com/a\\_curr/curr037.shtml](http://www.education-world.com/a_curr/curr037.shtml)>

**Community Service: Opportunity or Exploitation?**

Community service: What a wonderful opportunity for students! A chance for our younger citizens to learn responsibility, experience the satisfaction that comes with helping others and to acquire new skills.

Right? ....

Opportunity for who? For the students, or for the communities that can now capitalize on students' free labor?

Proponents—including President Clinton and former President Bush—say participating in community service builds character, teaches civic responsibility, opens doors to career possibilities, looks good on college applications and resumes, and often provides services for communities they otherwise might not have. It also can help students focus on their goals: One study shows that girls who are involved in community service are less likely to get pregnant and less likely to fail in school.

Opponents say it can interfere with learning the basics and holding part-time jobs, puts an unfair burden on students, that it's the responsibility of parents to guide their children's moral and ethical development, and that, at worst, mandatory service is no better than slave-labor. Forcing students into "volunteering" could have a backlash effect, some critics contend, creating a generation of students for whom community service has left a bad taste, like an adult with an aversion to broccoli because as a child he was forced to clean it off his plate. . . .

**Source C**

Goldsmith, Suzanne E. 1995. "The Community Is Their Textbook," *The American Prospect* 6 (22). <<http://www.prospect.org/print/V6/22/goldsmith-s.html>>

In Bethlehem, Pennsylvania, three high school students, all active in the community, refused to report their service efforts in fulfillment of a 50-hour requirement and sued the school board on the grounds that the requirement violated the constitutional prohibition of slavery. After they lost their case and the Supreme Court declined to hear an appeal, the schools refused the students their diplomas. . . .

It's tempting to dismiss such resistance as either fringe libertarianism or just plain adolescent laziness. Schools, after all, require all kinds of things, from algebra to gym, and in most cases the service requirements amount to 12 to 25 hours a year—roughly the time required to write one or two research papers. But the protest of students like Aric Herndon, 14, one of the plaintiffs in the Chapel Hill case, resonates with seriousness. "It's not that I don't want to do volunteer work," Herndon told the Raleigh News and Observer. Indeed, Herndon is an Eagle Scout who has volunteered to build split-log benches for a school nature trail. "But when you're forced to do it, it's not a good thing. There's no heart in it."

Do school service requirements really destroy the virtues they are supposed to encourage? Or are they, as their proponents claim, an innovative way to instill values and citizenship in a generation of Americans said to be thin in both? . . . .

At Western Heights Middle School in Hagerstown, that culture has already taken root. Seventh-grade science teacher Ellen Hayes and social studies teacher Pat Bratcher have joined forces to develop projects that touch on both their subject areas. This year, their students are working on an environmental unit that began when Hayes stumbled upon an opportunity to get free maps detailing local watershed areas. . . .

"We've seen enormous development of citizenship skills," says Pat Bratcher. "They're like little detectives. 'This is a problem; how can we fix it?' What makes this unit even more remarkable, however, is that in addition to learning environmental stewardship and social cooperation, students are increasing their knowledge in geography, biology, government, and other areas . . . When I tell these children about the lawsuits in North Carolina and New York, they're surprised." "Schoolwork is slavery," says Matt. "This is fun." . . .

Still, for all of their enthusiasm, the students in Hagerstown have stumbled upon what may yet prove to be the thorniest controversy surrounding mandatory service. . . .

Sure, everybody wants to protect the environment, and it's great to teach children about their ecosystem. But what happens when a class decides to picket a pollution-spewing plant that happens to employ one of the students' parents? Should projects sponsored by churches be included? What if they involve religious proselytizing? (Most schools say no.) What about work on political campaigns? (Policies vary.) Civil disobedience? . . .

**Source D**

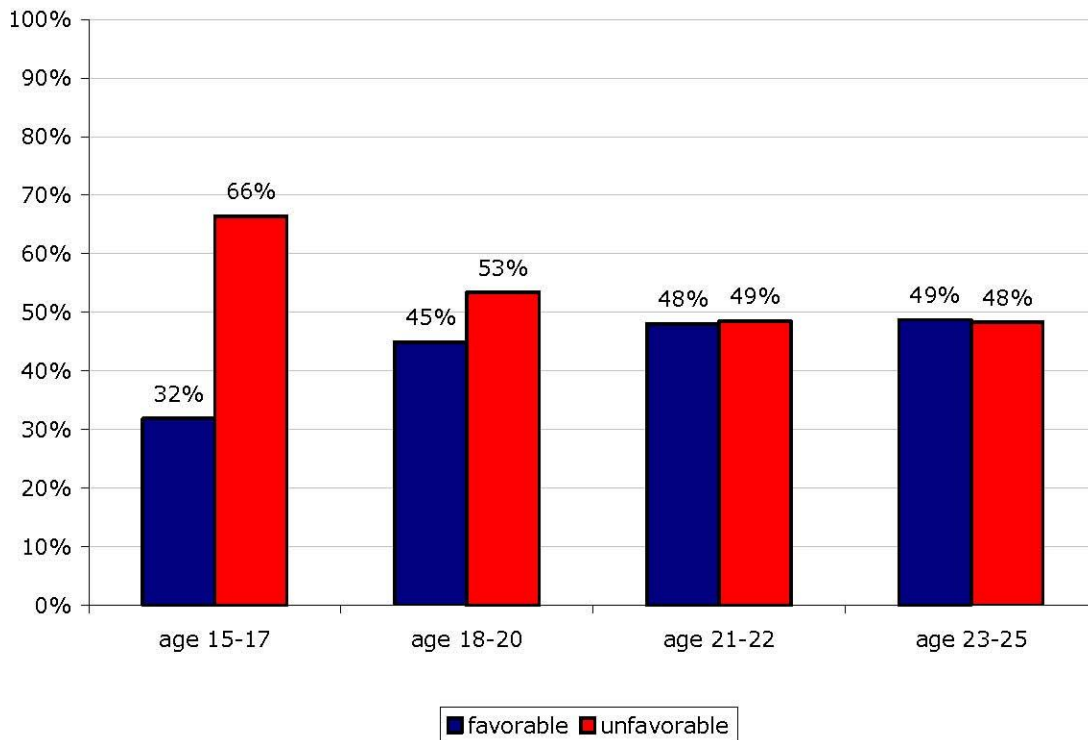
Lopez, Mark Hugo. Oct. 2002. “Youth Attitudes Towards Civic Education and Community Service Requirements.” CIRCLE: The Center for Information & Research on Civic Learning & Engagement.

<[http://www.civicyouth.org/PopUps/FactSheets/FS\\_Youth\\_Attitudes\\_Civic\\_Education.pdf#search=%22youth%2Battitudes%2Bcivic%2Beducation%2Bcommunity%2Bservice%22](http://www.civicyouth.org/PopUps/FactSheets/FS_Youth_Attitudes_Civic_Education.pdf#search=%22youth%2Battitudes%2Bcivic%2Beducation%2Bcommunity%2Bservice%22)>

**Attitudes on Requiring Community Service, by Sub-Groups**

Support for requiring community service is weakest among those currently in school, and evenly split among those who are above the age of 21.

**Graph 2: Attitudes Toward Requiring Community Service for a HS Diploma, by Age.**

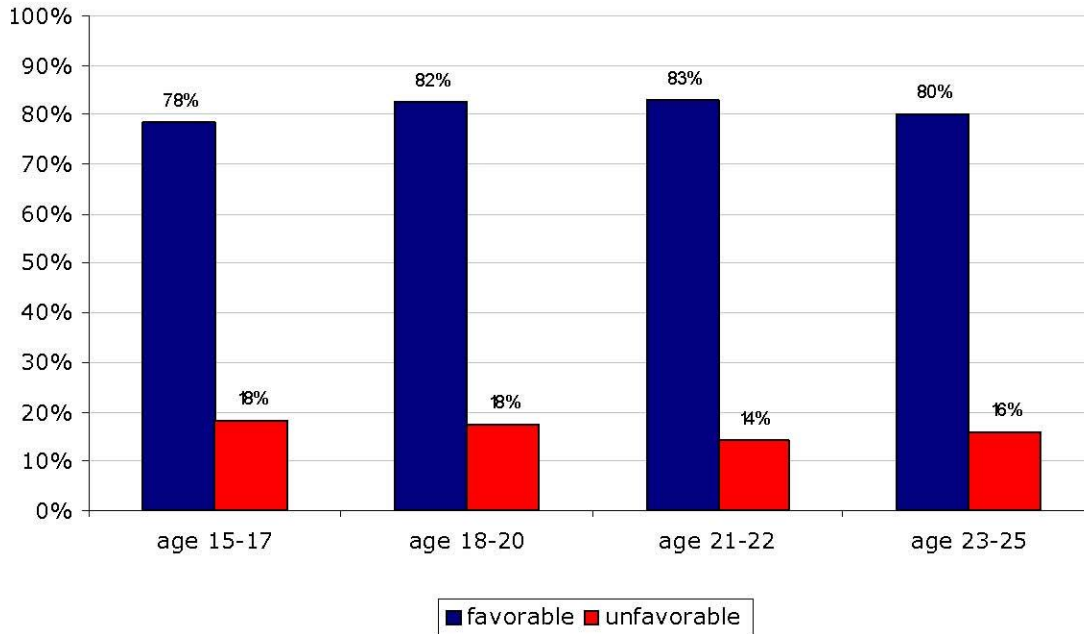


Source: CIRCLE/Council for Excellence in Government Youth Survey, 2002.

## Support for Offering every Young Person a Chance to Earn Money for College by Doing Community or National Service

Generally speaking, there is wide support across all age groups for a policy that would offer young people the chance to earn money for college in exchange for doing community or national service.

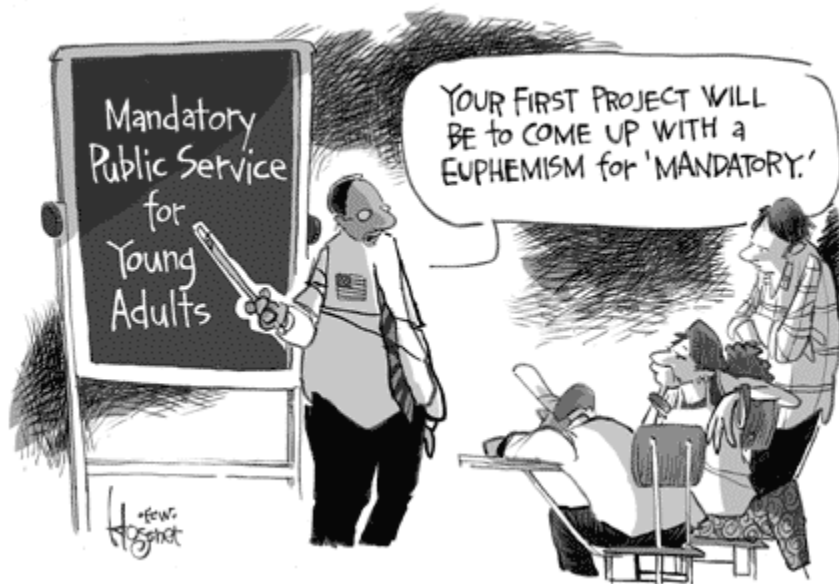
**Graph 10: Attitudes Toward Offering Students a Chance to do Community Service to Earn Money for College, by Age.**



Source: CIRCLE/Council for Excellence in Government Youth Survey, 2002.

Source E

<<http://download.101com.com/pub/fcw/media/newspics/cartoon0714.gif>>



**Source F**

“Community Service Requirements Can Discourage Those ‘Not Ready’ for Volunteering.”  
American Psychological Society.  
<<http://www.locateadoc.com/articles.cfm/search/76?print=1>>

Students who are not willing or not ready to volunteer—but who are required to by their school—may be less likely to volunteer again in the future, according to a recent research article published in the January 1999 issue of *Psychological Science*, a journal of the American Psychological Society.

Arthur A. Stukas, of the University of Northern Colorado, along with Mark Snyder (University of Minnesota) and E. Gil Clary (College of St. Catherine), investigated the consequences of such “mandatory volunteerism” programs and found that students who initially felt it would be unlikely they would freely volunteer had significantly lower intentions to do so in the future after being required to serve than after being given a choice. . . .

“Most of these ‘mandatory volunteerism’ programs have dual goals: to directly assist the community that supports them and to promote the personal, social, and civic development of students,” said Stukas, who, along with his colleagues, conducted a field study and a laboratory experiment to see how these programs affected students’ prosocial tendencies.

The two studies suggest that community service requirements can have negative effects on students’ intentions to volunteer freely in the future but only when students feel they aren’t ready to volunteer or that the requirement is too controlling. Students who are ready to volunteer should be less negatively influenced by requirements to serve. . . .

**Source G**

Sortal, Nick. 2009. "Community Service hours: What high school students need to know: Caring for animals, tutoring kids, helping seniors: Volunteer hours are more than a graduation must, they are life lessons." *South Florida Sun-Sentinel* (September). South Florida Sun-Sentinel.com. <[sun-sentinel.com/features/sfl-community-service-1090609sbsep06,0,141666.story](http://sun-sentinel.com/features/sfl-community-service-1090609sbsep06,0,141666.story)>

Vilma Sooknanan cleans cat cages, Maxx Carroll teaches children how to cook and Michael Rosenthal rolls wheelchairs at a hospital. What does this have to do with high school education? Everything. The three—and almost all other South Florida high school students—have to venture outside of the classroom to earn their diplomas, doing what schools call “community service.”

Broward public schools require 40 hours to graduate. Palm Beach County public schools require 20, and most private and charter schools require at least that much. The purpose: To give them a taste of the real world, and perhaps explore a career. And create a habit of volunteering. “We hope that when they finish high school they’ll continue service,” says Mike Roland, student activities liaison for the Broward School District.

Broward School Board member Bob Parks says encouraging community service has launched all kinds of new projects, including mentoring and tutoring, after-school assistance and food collections. “We had the idea for community service, and the kids have just run with it,” says Parks, a 23-year School Board member. “It doesn’t need marketing or pamphlets; the kids know they have to volunteer and once they get into it, the projects just become ongoing.”

Sooknanan, a sophomore at South Broward High School, is part of the Humane Society of Broward County’s volunteer program, which is so popular that even the waiting list is closed. Students work one four-hour shift a week for four months, and leave with 64 volunteer hours.

Combined with her volunteer hours at beach cleanups and helping teachers at school, she’s well on her way toward 250 hours, which she hopes will catch the eye of Nova Southeastern University, where she wants to study marine biology. Broward students who earn at least 250 hours wear a silver cord at graduation. “I would do it anyway, because I learn so much from it,” Sooknanan says.

Part of the hope is that some students get the bug—a passion—for something. “We want to have them prepared so they’ll volunteer forever, to create a lifelong commitment,” executive director Dale Hirsch says. “This is where our leaders come from.”

While it’s difficult to measure how volunteering as a teen sets a path for later in life, there’s little question South Florida kids are more active than a decade or two ago. Roland estimates that the number of students earning silver cords has tripled in the past 10 years. Of about 15,000 seniors, about 3,000 earn the honor.

“I’ll be honest, I was one of the doubters,” Roland says. “I had an objection to requiring it.” But Parks says community service ties into the School Board’s concept of teaching the whole child and is part of character development. “I may read a poem and remember it enough to pass a test, but this is something that will stay with them forever,” Parks says.

Source H

**“Complete\* text of Obama speech at A&M on volunteerism.”** *Texas on the Potomac*  
(October) 2009. *Houston Chronicle*.  
<[http://blogs.chron.com/txpotomac/2009/10/complete\\_text\\_of\\_obama\\_speech.html](http://blogs.chron.com/txpotomac/2009/10/complete_text_of_obama_speech.html)>

To this day—despite all the evidence to the contrary—there's still folks with this notion out there that, well, service is nice, but it's not really essential; it's something you do once in a while to fulfill a requirement or to fulfill yourself, or for a year or two after college to put off getting a real job—(laughter)—I'm talking to you—(laughter)—the notion that the real work of changing this country is done by people with fancy titles and big offices out of Washington, D.C.

But history tells a very different story. It's the story of patriots who set forth the ideals that animate our democracy, and all those who fought and died for those ideals. It's the story of women who reached for the ballot; and people who stood up, and sat in, and marched for justice. It's the story of firefighters and police officers who rushed to those burning towers, and ordinary people who rushed to the aid of a flooded American city.

That's always been the story of this nation—the story of those who stepped forward in our darkest hours to serve it. Those who rose to answer the defining questions of their time: Colony or country? Free or half free? Separate but equal, or truly equal?

Those folks weren't in it for the money. Those folks were volunteers. Their service wasn't “extra.” It was the work that changed this country.

The courage, the patriotism, the compassion that drove them to act are the same qualities we need today, as we seek to answer the questions of our own time. Will we continue to be a land of opportunity where all things are still possible for all people? Or a place where those born without advantages of wealth, health and good luck have the deck stacked against them? Will we engage with the world to confront our shared threats? Or hope against hope to defer them to the next administration, the next generation?

In the end, service binds us to each other—and to our communities and our country—in a way that nothing else can. That's how we become more fully American. That's what it means to be American. It's always been the case in this country—that notion that we invest ourselves, our time, our energy, our vision, our purpose into the very fabric of this nation. That's the essence of our liberty—that we give back, freely.

\*This is an excerpt of the complete text.



**Activity Three: Evaluating the sources and the evidence**

Circle Supports or Opposes to indicate the stance of the article to your position.	For or against or neutral toward mandatory community service as a graduation requirement?	If the source supports my position, which “Big Picture” points does it support?	Paraphrase the <u>best</u> evidence from this source.	Citation
<b>Source A</b>  Supports  Opposes				
<b>Source B</b>  Supports  Opposes				
<b>Source C</b>  Supports  Opposes				
<b>Source D</b>  Supports  Opposes				

<b>Circle Supports or Opposes to indicate the stance of the article to your position.</b>	<b>For or against or neutral toward mandatory community service as a graduation requirement?</b>	<b>If the source supports my position, which “Big Picture” points does it support?</b>	<b>Paraphrase the <u>best</u> evidence from this source.</b>	<b>Citation</b>
<b>Source E</b>  <b>Supports</b>  <b>Opposes</b>				
<b>Source F</b>  <b>Supports</b>  <b>Opposes</b>				
<b>Source G</b>  <b>Supports</b>  <b>Opposes</b>				
<b>Source H</b>  <b>Supports</b>  <b>Opposes</b>				

**Activity Four: How to incorporate and cite information from the sources**

**Argue your claim:** You must develop and write your argument based on your own knowledge, observation, and experience and then **support** that argument with evidence from the sources. Remember, for this prompt, that you only have to use three pieces of text from the sources to supplement your own argument.

**Citing Sources:** You must attribute sources to correct author/source. There are several ways to do this:

Ex: According to Source B, opponents base their opposition on the idea of responsibility and rights.

Ex: Connie Newquist reports that opponents base their opposition on the idea of responsibility and rights (Source B).

Ex: President Obama states that volunteerism has “always been the story of this nation” (Source H).

Ex: Volunteerism has “always been the story of this nation” (Obama).

Below is a copy of the example from Part 1 of this lesson. Textual evidence has been added from one of the sources to supplement the argument made in this paragraph.

**A. Topic Sentence:** Write an assertion using an idea from the prewriting chart.

*Mandatory community service is an **economically** sensible idea.*

**B. Give context (introduce the situation):** Give a one or two sentence summary of the situation. Make sure you connect the context to the idea in the topic sentence (the connecting ideas in the example are in bold).

*Nonprofit organizations exist to aid the community in areas such as education, emergency services, the arts, and social welfare. Organizations like the American Red Cross, Big Brothers and Big Sisters of America, or a local food bank are usually in need of **money** and manpower because their goods or services are **provided without charge**.*

**C. Write the argument:** Explain how the idea in the prewriting chart sentence connects to the context and explains the topic sentence. Give some specific examples of how the idea works.

*Mandatory community service will enable nonprofit organizations and local governments the ability to **offer more and better services even with limited funds**. Many nonprofit organizations have a shortage of volunteers to provide help with things like mentoring at-risk children or filling boxes with food. Students who are required to provide community service for high school graduation will be able to aid these organizations in their efforts by offering this help **without pay**.*

**D. Add personal knowledge, experience, or observations that connect to this idea:**

*Many students who become involved in these types of organizations through mandatory requirements find that they receive benefits beyond fulfilling a graduation requirement. They feel good about helping others **without receiving money in return.***

**E. Add textual evidence from one or more of the sources:** You must include context, the quotation, the source and commentary. (This element can be used at the first of the paragraph, in the middle or at the end).

**Context (introduce the speaker or the situation):** *In a report in Education World, the claim is made that*

**Quotation (or paraphrase):** *community service provides several advantages including “often provid[ing] services from communities they otherwise might not have”*

**Citation:** *(Source B).*

**Commentary:** *Though this monetary aspect is only one of the advantages, many see this as one of the most persuasive reasons for establishing this requirement.*

**This is what the paragraph looks like:**

Mandatory community service is an economically sensible idea. In a report in *Education World*, the claim is made that community service provides several advantages, including “often provid[ing] services from communities they otherwise might not have” (Source B). Though this monetary aspect is only one of the advantages, many see this as one of the most persuasive reasons for establishing this requirement. Nonprofit organizations like the American Red Cross, Big Brothers and Big Sisters of America, or local food banks exist to aid the community in areas such as education, emergency services, the arts, and social welfare and are usually in need of money and manpower because their goods or services are provided without charge. Mandatory community service will enable these nonprofit organizations and local governments the ability to offer more and better services even with limited funds. Many nonprofit organizations have a shortage of volunteers to provide help with things like mentoring at-risk children or filling boxes with food. Students who are required to provide community service for high school graduation will be able to aid these organizations in their efforts by offering this help without pay. Many students who become involved in these types of organizations through mandatory requirements find that they receive benefits beyond fulfilling a graduation requirement. They feel good about helping others without receiving money in return.

**Synthesis template:**

**Introduction:**

Write a strong introduction that offers some insight on the issue being written about. The introduction includes your thesis statement in which you CLEARLY state your position .

**Body:**

You should write two or more body paragraphs that elaborate on the position stated in the thesis. The body paragraph should follow the structure outlined below. The body paragraphs should follow an organizational pattern, established by the points that support your position. (One paragraph for each point.)

**A. Topic Sentence:** Write an assertion using an idea from the prewriting chart.

**B. Give context (introduce the situation):** Give a one or two sentence summary of the situation. Make sure you connect the context to the idea in the topic sentence.

**C. Write the argument:** Add the explanation/example from the prewriting chart for this point. Explain how this idea connects to the context and explains the topic sentence. Give some **specific examples** of how the idea works.

**D. Add personal knowledge, experience, or observations that connect to this idea:**

**E. Add textual evidence from one or more of the sources:** You must include context, the quotation, the source and commentary. (This element can be used at the first of the paragraph, in the middle or at the end). Make sure you use context, quotation, citation, and commentary when incorporating evidence from sources.

**Conclusion:**

The conclusion should clarify your position and review the points you made in the paper. Leave the reader with something to think about.