

INTEGRATING TEXTUAL EVIDENCE

Writing

For most of your formal writing in this course, you will be asked to prove your ideas and opinions by using textual evidence. There are several different ways you can integrate textual evidence into your own writing:

A) Basic Integration

In order to integrate textual evidence, you should make what I call “**Textual Evidence Sandwiches,**” which have FOUR PARTS. In basic integration, each part of the sandwich has its own sentence:

Make your **point** (answers the question, provides your opinion)

Provide **context** for your textual evidence

Answer as many of these questions as seem necessary: What is happening? Who is speaking? To whom? What is their relationship? When is this evidence in the text? What happened before the evidence? Where is the evidence being spoken/thought/done?

Include the actual **textual evidence**, with page number in parenthesis “Laura, Laura, I think I’m dying” (4).

Explanation of the textual evidence (How does this textual evidence support your point? Why does this textual evidence support your point?)

EXAMPLE:

Andy is a member of the Royals who has been stabbed by someone in a rival gang, the Guardians. While at first he doesn’t realize how serious his wound is, as he is lying on the sidewalk, bleeding, and he starts to realize how grim the situation is becoming. He thinks about Laura, his girlfriend, and even pretends to talk to her in his head. He **says**, “Laura, Laura, I think I’m dying” (4). The fact that he is talking in his head to his girlfriend, who isn’t even there, and that for the first time he uses the word “dying” show he is beginning to think that his life may be in jeopardy. Later, he is still on the sidewalk, bleeding, and he thinks more about his situation. He **thinks**, “I can’t die now, I haven’t even lived” (5). As more time passes, Andy goes from “thinking” he is dying, to realize that he is, in fact, going to die. This movement in thought shows that he is beginning to accept that his life may be in jeopardy.

B) Seamless Integration → ****Goal for English 9 CP A students****

This should eventually be your main method of integrating textual evidence.

You provide the same information of the basic integration, but it is seamless because the author’s words and your words are found within the same sentence.

EXAMPLE:

In the passage from “The Most Dangerous Game” by Richard Connell, the antagonist of the story, General Zaroff, sees nothing wrong with killing people he considers weak. General Zaroff almost appears to view the weakest in his race as if they were animals. In fact, the General argues to Rainsford, the protagonist, that “Life is for the strong, to be lived by the strong, and, if need be, taken by the strong. The weak of the world were put here to give the strong pleasure” (127). He doesn’t see anything wrong with murder; in fact, he feels justified in eliminating the weak, or as he likes to call them, “the scum of the earth” (128). It appears he has an ego that allows him to view himself above others; he does not see himself as evil. Zaroff operates within his own morality where murder is acceptable. The author is trying to ask the audience why they view Zaroff as someone evil and immoral when we do not view hunters the same way. Connell, through narrative, is suggesting that all killing is murder and that it is society, not Zaroff, who is truly cruel or, at the very least, hypocritical about its own taste for blood.