

*Note: To evaluate the sources, considering the following topics:

- Tone
- Language
- Purpose
- Audience
- Context
- Time period
- Author
- Publication

These sentences can be modified with dependent clauses, alternate wording, etc. to incorporate additional source or content evaluations.

Sources (1) and (2), listed in order of reliability support/refute the perspective that (key words of the question). OR Source (1/2) supports/refutes the perspective that (key words of the question) while source (1/2) supports/refutes the perspective that (key words of the question), because (summation of key points).

Source (1), written/spoken/proposed by (author), (information about author, e.g. political affiliations) in (year) with the purpose of (purpose), (adjective describing how the content is presented, e.g. "logically" or "emotively") analyzes/suggests (that)/implies (that)/argues (that) (thesis of the source).

Similar to/unlike source (1)/from a different perspective/to support the same conclusion that (what do both sources suggests? - include key words from question), source (2) written/spoken/proposed by (information describing author, e.g. political affiliation, role in society) (author) in (year), (adjective describing how the content is presented) analyzes/suggests(that)/implies (that)/argues (that) (thesis of the source), and/but does so in a more/less/equally (adjective describing presentation of information, e.g. implicit, aggressive) manner/way/method.

OR

To support the same conclusion that (key points from question), (information about source 2) source 2 expresses the beliefs that (key points from argument).

Although the reliability of source (1) is limited by (source evaluation as to why it is not reliable – refer to purpose, author, time period, etc. incorporating outside knowledge (e.g. known political affiliations)), it is the stronger of the two sources as it (positive source evaluation – this statement may also incorporate content evaluation - because the two forms of evaluation can often be combined – and outside knowledge).

Source (2), while reliable due to the fact that (source evaluation as to why it is reliable – refer to aforementioned topics), it lacks/reflects/is overwhelmed by (source evaluation as to why it is not reliable – may include some content analysis), which (statement about how this affects validity of content – thoughts to consider: role of emotion in language, perspective from one individual).

By evaluating the argument that (**key words of question**) in the context of (**statement about various facets of the source's argument, e.g. education, economics, sectional issues**), source (**1/2**) provides greater contextual depth/more detail than source (**1/2**), which only considers the (**statement about topics/perspectives/etc. considered in source 1/2 or the facets of source 1/2's argument**).

(However,) Source (**1/2**)'s (**statement about something in source 1/2 that warrants further analysis, e.g. interesting use of language, reason behind a statement**), confirms that.raises the following (questions or arguments) in support of the claim that (**key words of question**). (**statements, may be multiple sentences, analyzing the content and how it answers the question**).

OR

Although Source (**1/2**)'s (**statement about something in source 1/2 that warrants further analysis, e.g. interesting use of language, reason behind a statement**), source (**1/2**) confirms that.raises important questions/arguments in support of the claim that (**key words of question**). (**statements, may be multiple sentences, analyzing the content and how it answers the question**)

Source (**1/2**) confirms/answers/supports these questions/arguments with (**statements analyzing the meaning of the source's content**), (which is contextually correct considering that (**statement(s) using outside knowledge to confirm source material**)).

Source (**1/2**)/sources (**1**) and (**2**), therefore, argue(s) that (**thesis of paragraph using key words of question**) from a (**adjective describing the perspective, e.g. political, social – may be several adjectives**) perspective/reflecting the sentiments of (**whose sentiments are reflected, e.g. Northern abolitionists**) (relevant to (**time period**) when (**outside information about what is going on during this time**).

Although sources (**1**) and (**2**)/source (**1/2**) fail to consider (**statement about what the source(s) fail to address**)/ are primarily influenced by (**what primarily influences these documents, e.g. a certain political bias**), the claim that (**thesis of paragraph using key words of question**) is validated by (**summation of arguments**).