

Reading: Forms of Justification
Earthquake 1

Jamal wonders: What is related to the strength of an earthquake? Jamal did a little research and wrote the following argument. Read Jamal's argument closely.

Jamal's Argument:

(S1) = Sentence 1, (S2) = Sentence 2, (S3) = Sentence 3

(S1) Earthquakes that shake the ground for a longer time can be stronger. (S2) I felt an earthquake last year that was so strong I couldn't stand up, and it lasted so long that I thought it was never going to stop shaking! (S3) Therefore, I think that weaker earthquakes can happen when an earthquake only shakes the ground for a short amount of time.

Q1. In which sentence does Jamal support his claim?

- Sentence 1 (S1) only
- Sentence 2 (S2) only
- Sentence 1 (S1) and Sentence 2 (S2)
- There is no justification in the argument

Q2. Jamal supports his claim with...

- something an expert said.
- data from science investigations.
- comparisons to a personal experience.
- science ideas he already learned.

Tamara is also in Jamal's class. To help the class write better arguments, Mr. Sanchez put Jamal and Tamara's arguments on the board. He asked the class to compare them:

Jamal's Argument:

Earthquakes that shake the ground for a longer time can be stronger. I felt an earthquake last year that was so strong I couldn't stand up, and it lasted so long that I thought it was never going to stop shaking! Therefore, I think that weaker earthquakes can happen when an earthquake only shakes the ground for a short amount of time.

Tamara's Argument:

Earthquakes that shake the ground for a longer time can be stronger. The Northridge Earthquake shook the ground for 18 seconds and had a strength of 9 at the Earth's surface, and the Coalinga Earthquake shook the ground for 9 seconds and had a strength of 6. The Coalinga Earthquake shook the ground for less time and was weaker.

Q3. Which student, Jamal or Tamara, better supports his or her argument? Why?
Please write your answer in the box below.
