

10.3.3**Lesson 1****Introduction**

In this lesson, students are introduced to the process of drafting a research-based argument paper. Students draft, revise, and edit this paper over the course of the unit. Students learn how to develop their research-based argument paper from the Evidence-Based Perspective they completed in the previous unit (10.3.2 Lesson 13). Students determine a central claim from their Research Frame and Evidence-Based Perspective and begin to construct an outline for the research-based argument paper. To complete the Outline Tool, students organize their supporting claims and evidence for each claim in a well-reasoned manner while analyzing the evidence that best supports each claim. Students are assessed on the central claim as well as the supporting claims from their outline.

For homework, students search for another source to gather stronger or more relevant evidence for a supporting claim on the Outline Tool and analyze how this evidence provides additional support to the supporting claim on the Additional Evidence Tool.

Standards

Assessed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Addressed Standard(s)	
W.9-10.1.a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry

	when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via the central claim and supporting claim portions of the Outline Tool.</p> <p>i This assessment will be evaluated using the Evidence-Based Claims Criteria Checklist.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Include a central claim and four supporting claims (e.g., Central claim: Granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue; Supporting Claim: Patients granting permission to a research institution to use donated tissue can confuse who actually owns the donated tissue). • Provide evidence for each supporting claim (e.g., “As it stands now, tissue banks appear to have de facto ownership over sample inventories and the right to use them as they wish” (Schmidt, par. 3)). • Analyze the evidence for each supporting claim (e.g., This evidence clearly supports the claim because it states that the tissue banks have inherent ownership over donated tissues even though patients might think they have ownership over their tissue). • See the Model Outline Tool at the end of this lesson.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • None.*

* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 10.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.9-10.5, W.9-10.9, W.9-10.1.a, W.9-10.7 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Introduction to the Writing Process Reasoning, Planning, and Organization Outline Tool and Assessment Closing 	<ol style="list-style-type: none"> 10% 10% 15% 30% 30% 5%

Materials

- Student copies of the 10.3 Common Core Learning Standards Tool (refer to 10.3.2 Lesson 1)
- Completed Evidence-Based Perspectives (refer to 10.3.2 Lesson 13)
- Research Portfolios (refer to 10.3.2 Lesson 1)
- Copies of the Outline Tool for each student
- Copies of the Additional Evidence Tool for each student
- Student copies of Evidence-Based Claims Criteria Checklist (refer to 10.3.2 Lesson 11)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

10%

Begin by introducing the agenda and assessed standards for this lesson: W.9-10.5, W.9-10.9. In this lesson students are introduced to the writing process, the research-based argument paper, and the Outline Tool. Students determine a central claim from their Research Frame and Evidence-Based Perspective and begin constructing an outline for the research paper. Students organize their supporting claims and evidence for each claim based on the synthesis work completed in 10.3.2. Students also analyze the evidence that supports each claim to develop a chain of reasoning to complete their Outline Tool.

- ▶ Students look at the agenda.

Distribute or ask students to take out their copies of the 10.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with two new standards: W.9-10.1.a and W.9-10.5. Ask students to individually read W.9-10.1.a, and W.9-10.5 on their tools and assess their familiarity with and mastery of these standards.

- ▶ Students read and assess their familiarity with standards W.9-10.1.a and W.9-10.5.

Instruct students to talk in pairs about what they think the standard W.9-10.1.a means. Lead a brief discussion about the standard.

💬 Student responses should include:

- Write arguments to analyze issues or texts.
- Support claims with evidence and reasoning.
- Introduce claims and counterclaims, and clarify the difference between them.
- Connect all of the parts of an argument.

Explain to students that they will work with standard W.9-10.5 throughout this unit. Display the language of the standard:

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Explain that *revising* means “altering something already written or printed, in order to make corrections, improve, or update.”

① Consider asking students why they might need to revise a draft.

- ▶ Students write the definition of *revising* in their vocabulary journals.

Explain that students are assessed on this new standard, W.9-10.5, throughout this unit as they plan, revise, edit, and rewrite to conform to the purpose of a research-based argument paper. Ask students to individually reread standard W.9-10.5 and assess their familiarity with and mastery of the standard on the 10.3 Common Core Learning Standards Tool. Ask students to write down what they think are the large ideas in the standard and discuss in pairs. Lead a brief share out of the standard’s large ideas.

- ☛ This standard is about planning writing, and making sure there is editing and rewriting for intended purpose and audience.

Activity 2: Homework Accountability

10%

Instruct students to take out the homework from the previous lesson (10.3.2 Lesson 13): Choose three to five words or phrases from the research (sources) that were important in deepening your understanding of the problem-based question. In your first paragraph, discuss how the three to five words helped you better understand the problem-based question. Next choose three to five words or phrases from your vocabulary journal that assisted your understanding of the research process. In your second paragraph, describe how the three to five words enhanced your understanding of the research process as a whole.

- ▶ Students take out the homework.

Instruct students to form pairs to share their vocabulary homework. Instruct student pairs to discuss both paragraphs, specifically how the selected research words supported understanding the problem-based question.

- ① Remind students that as they work on drafting their research-based argument paper they will incorporate domain-specific vocabulary from their vocabulary journals.

- ▶ Students form pairs and discuss their vocabulary homework.

- ☛ Student responses will vary based on their individual research:

- In the article “Human Tissue for Sale,” Deborah Josefson writes, “Patients undergoing surgery at these medical centers will be asked to sign permission forms that enable the medical center to send left-over *pathology specimens* to biotechnology companies” (par. 1). I did not know what *pathology* or *specimens* meant in this sentence and but it probably had something to do with human tissue since the hospital was giving it away to companies. When I looked up the definitions I found that *pathology* means “a physical or mental abnormality that is caused by disease or disorder” and *specimens* means “in medicine, samples of tissue or bodily fluid, such as urine, used for analysis or diagnosis.” This helped deepen my understanding of this paragraph because it provided a more detailed explanation of what the hospitals were doing with the biotechnology companies. Other vocabulary words I recorded in my journal were *genetic* and *sequence*. In “My Body, My Property,” Lori Andrews writes, “it does not make sense to be able to patent a *genetic sequence* related to a disease” (par. 12). Based on the context, I think that *genetic* might mean something about genes. I was not able to think of a possible definition for *sequence*. *Genetic* means “of, concerning, caused by, or influenced by heredity, esp. by genes” and *sequence* means “a related or connected series” and another word similar to *sequence* is

chain, therefore a *genetic sequence* is a series of genes. This helped me fully understand Andrews's argument because she is saying no one should be allowed to own the origins of a disease.

There are a number of words in my vocabulary journal that have helped me understand the research process but these were particularly helpful: *iterative*, *credible*, and *inquiry*. The word *iterative* helped me understand that the research process is ongoing and there are times when I have to go back and do more research or generate more inquiry questions. The word *credible* is another word that enhanced my understanding of the research process because it made me realize that I need to find sources that are respected and provide researched evidence to make a strong argument. Finally, the word *inquiry* was important to the entire research process because I understand that I need to be constantly questioning in order to develop strong and thorough research.

Activity 3: Introduction to the Writing Process

15%

Explain to students that the writing process is iterative, much like the research process in 10.3.2, which means that students will frequently reassess their work or their thinking to improve it. In this unit, students compose a formal research-based argument paper. Explain that writing is a process that takes many forms and students can accomplish it through a variety of methods. Though there are many different ways to approach the writing process, they all involve multiple drafts and revisions. Inform students they will draft, revise, peer review, and edit throughout this unit to create a well-crafted research-based argument paper.

① Remind students that the word *iterative* was introduced in 10.3.2 and means “repeating.”

Provide students with the following definition: *draft* means “a first or preliminary form of any writing, subject to revision.”

- ▶ Students write the definition of *draft* in their vocabulary journals.

Explain that the research paper students complete in this unit is a formal argument, a composition of precise claims about an issue, including relevant and sufficient evidence, and valid reasoning. Advise students to keep in mind that the purpose of writing a research-based argument paper is to support their claims in an analysis of their chosen issue to persuade readers to accept their perspectives. Explain that students must also develop a central claim and support that claim using supporting claims and evidence.

- ▶ Students listen.

① Consider reviewing the skills inherent in W.9-10.7 and how they apply to writing a research-based argument paper.

- ① For clarity, it may be helpful to refer to the explanation of the difference between argument and informational writing in the CCSS Appendix A (p. 23): “Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.”
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Explain that the Evidence-Based Perspective students developed at the end of the last unit, 10.3.2, is the foundation for their research-based argument paper. Return to students their Evidence-Based Perspectives as well as their Research Portfolios. Explain that students should use their Evidence-Based Perspective to identify the claims and evidence they express in their paper. The research-based argument paper is a logical, well-reasoned, and coherent synthesis of students’ research and the argument they drew from their research.

Explain that a research-based argument paper has a formal structure: introduction, body paragraphs, conclusion, and works cited page. Inform students that they will focus on each of these parts in lessons throughout this unit to produce a final research-based argument paper for the End-of-Unit Assessment.

- ▶ Students listen.

Activity 4: Reasoning, Planning, and Organization

30%

Explain to students that this part of the lesson focuses on organizing their evidence and claims. Proper organization gives students a clear structure to follow when they begin writing. Explain that their problem-based questions will form the central claims of their research-based argument paper.

Instruct students to examine their Evidence-Based Perspective and their Research Frame, and briefly discuss in pairs the strongest or most interesting possible central claim that has emerged from their research.

- ▶ Students form pairs to discuss possible central claims for their research-based argument paper.

- ① Remind students they were introduced to *central claim* in 10.3.1 Lesson 6.

Distribute the Outline Tool. Instruct students to record their problem-based questions on the tool. Remind students that they have recorded multiple answers to their problem-based questions in the Evidence-Based Perspective. Now they must distill one of these answers on their Outline Tool into a single sentence: a central claim. In order to distill the answer into a central claim, students should consider which perspective they have surfaced through the research process has the strongest evidence

as well as an overarching claim they are interested in pursuing over the course of writing their paper. For example, if their problem-based question is “Who should own tissue or profit from tissue after it has been surgically removed from a patient’s body?” students should write an answer to this question based on the best-supported conclusions expressed in the Evidence-Based Perspective. In this example, this answer might be, “Granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue.”

① Explain to students that the “Counterclaims” portion of the tool will be addressed in the following lesson.

► Students write down their problem-based question and central claim on the Outline Tool.

🗨 Student responses will vary depending on the research.

① **Differentiation Consideration:** There may be some students at different stages of the research process at this point in the module. Some students may need more time or practice in developing a central claim that is supported by research and is interesting to write about. Consider modeling the Organizing Evidence-Based Claims Tools from 10.3.2 Lesson 11 to model how to craft a central claim that is supported by evidence and interesting to write about.

Direct students’ attention back to the Outline Tool. Explain that claims and evidence should be ordered within their paper in a logical manner that clearly supports their central claim and demonstrates valid *reasoning*. Reasoning connects evidence to claims by explaining how the evidence supports the claim.

Provide students with the following definition: *reasoning* means “the logical relationships among ideas, including relationships among claims and relationships across evidence.”

► Students write the definition of *reasoning* in their vocabulary journals.

Display the following claims for students:

- Central Claim: Granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue.
- Claim: Giving researchers legal ownership of others’ genes, cells, or tissues infringes on individuals’ rights to privacy and control over their unique genetic information.
- Claim: Doctors and researchers can profit from tissue taken during surgery and institutions have control over these tissue samples.
- Claim: The sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient’s family.

Explain to students that the claims need to be ordered in a way that effectively supports the central claim. Remind students that although some claims may be related to the central claim, they may not

reinforce a logical relationship to the central claim and may not work effectively to persuade the reader that the central claim being presented is correct. Ask students:

Which claim in this sequence does not support the central claim?

- ☞ “Doctors and researchers can profit from tissue taken during surgery and institutions have control over these tissue samples” does not directly support the central claim because it only states who can profit and owns tissues.

① **Differentiation Consideration:** This is a brief exercise in ordering claims in a logical, well-reasoned manner. Consider providing further instruction of logical conclusions from the information on the Purdue University Online Writing Lab (OWL) here: <http://owl.english.purdue.edu> (search terms: logical conclusions).

① Consider discussing W.9-10.1.a for further exploration of the concept of claims.

Instruct students to retrieve all of the Organizing Evidence-Based Claims Tools they have in the Research Portfolio that align with their central claim. Display some potential questions for students to guide their organization of the tools from the Research Portfolio:

- Are my Evidence-Based Claims in a logical order?
- How do I link my claims from the Organizing Evidence-Based Claims Tools to best support the central claims?
- How can I transition from one claim to another to effectively show the reasoning and how it best supports the central claim?
 - ▶ Students follow along and read the guiding questions.

Instruct students to physically arrange their Organizing Evidence-Based Claims Tools on their workspace in an order that reflects where each claim would appear in the research paper.

① **Differentiation Consideration:** The organizational structure in this lesson is not meant to be prescriptive, but rather model a way to potentially organize a research-based argument paper. If students require more explicit modeling or instruction around organization of argument papers, consider providing additional resources and tools to help students organize and structure their supporting claims and evidence.

① All Organizing Evidence-Based Claims Tools were completed in 10.3.2 Lesson 11.

- ▶ Students organize their Organizing Evidence-Based Claims Tools on their workspace.

Instruct students to Turn-and-Talk briefly in pairs. Instruct students to discuss their answers to this question:

How does this order effectively support your central claim?

- ▶ Students Turn-and-Talk in pairs.

① **Differentiation Consideration:** Students can also work with their pre-established 10.3.2 research teams for this activity.

- 💬 Student responses will vary based on their individual research questions/problems and research conducted.
- 💬 Student responses should identify how the order of their claims supports the central claim and how this order demonstrates strong *reasoning*.

Lead a brief share out of pair discussions. Ask students if anyone has changed their plan based on their classmate's suggestions.

- ▶ Students briefly share out any changes.

Instruct students to independently copy onto their Outline Tool the order of their Evidence-Based Claims from the Organizing Evidence-Based Claims Tools onto the "Supporting Claims" portion of the Outline Tool. Remind students that the purpose of this outline is to have a clear plan for their research-based argument paper and to consolidate all of their information. Instruct students to select the strongest evidence to support their claims.

- ▶ Students work independently on the "Supporting Claims" portion of the Outline Tool.
- 💬 See the Model Outline Tool for potential student responses.

Explain that the portion of the outline they have completed is the frame for the paper's introduction (which introduces the central claim), the body (which presents the claims and evidence that support the central claim) and a brief restatement of their central claim (which is a starting point for their conclusions).

- ▶ Students listen.

Display one supporting claim of the Model Outline Tool for students. Explain that students need to use the evidence from their research to support each claim in the body of their paper (much like each claim in the paper supports the central claim), and copy the evidence onto the "Evidence" portion of the Outline Tool. Explain that students will write a brief explanation of how this evidence supports each claim in the "Reasoning" portion of the Outline Tool. Model the following evidence and analysis for students:

- The evidence that best supports the claim "The sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient's family" is "When Moore found out that he was Patent No. 4,438,032, he felt that his integrity had been violated, his body exploited and his tissue turned into a product" (Andrews, par. 6).

- My reasoning (connecting the evidence to the claim) is: This evidence demonstrates how a patient felt after his tissue had been sold. This evidence clearly shows that there are damaging effects, emotionally and mentally, for patients whose tissues are sold. This is compelling evidence to support the central claim that no one should be allowed to profit from human tissues.
 - ▶ Students follow along with the modeling.

Inform students that this analysis is the starting point for each body paragraph and the foundation of the reasoning among the evidence in the research-based argument paper.

- ① Remind students that they have evidence recorded on their Organizing Evidence-Based Claims Tools. They should focus on expressing how that evidence best supports each of their supporting claims.

Instruct students to form pairs to discuss their ideas about which evidence on their Organizing Evidence-Based Claims Tools best supports the first claim on their Outline Tool. Then students complete the first “Evidence” and “Reasoning” portions of the Outline Tool. Remind students that the “Reasoning” is where students explain how the evidence supports the claim.

- ▶ Students discuss their ideas in pairs and fill in the first portion of the “Evidence” and “Reasoning” on the Outline Tool.
- 🗣 See the Model Outline Tool for examples of analysis of the evidence and how it supports the claim.

Activity 5: Outline Tool and Assessment

30%

Inform students that they will submit their Outline Tool for this lesson’s assessment. The central claim, four evidence-based claims with one piece of evidence for each claim, and a brief analysis of that evidence will be assessed. Instruct students to record all claims on the “Supporting Claims” portion of the Outline Tool, all evidence on the “Evidence” portion of the Outline Tool and all analysis on the “Reasoning” portion of the Outline Tool.

Explain that the Evidence-Based Claims Criteria Checklist guides the evaluation of this assessment, and students should refer to their checklists while completing the instructed portion of the Outline Tool. Instruct students to identify one claim that could use additional or stronger evidence on this tool, as they need this information for homework.

- ① Consider reminding students of their previous work with the Evidence-Based Claims Criteria Checklist in 10.3.2 Lessons 11 and 12.
 - ▶ Students complete the “Supporting Claims,” “Evidence,” and “Reasoning” portions of the Outline Tool.

Distribute the Additional Evidence Tool and instruct students to record one supporting claim that could use additional or stronger evidence on this tool.

- ▶ Students turn in their Outline Tool after recording a supporting claim on their Additional Evidence Tool.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to search for another source to gather stronger or more relevant evidence for a supporting claim on their outline, and analyze how this evidence provides additional supports for their claim. Instruct students to then record their evidence and analysis on the Additional Evidence Tool.

① Consider posting the Model Additional Evidence Tool as an exemplar along with the prompt.

- ▶ Students follow along.

Homework

For homework, search for another source to gather stronger or more relevant evidence for a supporting claim on your outline, and analyze how this evidence provides additional support for your claim. Record the evidence and analysis on the Additional Evidence Tool. Be sure to use your Organizing Evidence-Based Claims Tools from the Research Portfolio to support the analysis.

Outline Tool

Name:		Class:		Date:	
<p>[Introduction]</p> <p>Problem-Based Question:</p> <p>Central Claim:</p>					
<p>[Body] Supporting Claim:</p>					
<p>Evidence:</p>			<p>Reasoning: <i>How does the evidence support your claim?</i></p>		
<p>Supporting Claim:</p>					
<p>Evidence:</p>			<p>Reasoning: <i>How does the evidence support your claim?</i></p>		
<p>Supporting Claim:</p>					

Evidence:	Reasoning: <i>How does the evidence support your claim?</i>
Supporting Claim:	
Evidence:	Reasoning: <i>How does the evidence support your claim?</i>
<u>Counterclaim (to the central claim):</u>	
<u>Supporting Claim (for the counterclaim):</u>	
<u>Evidence:</u>	Reasoning: <i><u>How does this evidence support the counterclaim?</u></i>

<u>Supporting Claim (for the counterclaim):</u>	
<u>Evidence:</u>	<u>Reasoning:</u> <i>How does this evidence support the counterclaim?</i>
[Conclusion] Restate Central Claim:	

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Model Outline Tool

Name:		Class:		Date:	
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<p>[Introduction]</p> <p>Problem-Based Question: Who should own tissue, or profit from tissue after it has been surgically removed from a patient's body?</p> <p>Central Claim: Granting anyone the rights to sell human tissue is morally and ethically questionable; neither researchers nor patients should have rights to sell any human tissue.</p>					
<p>[Body] Supporting Claim: Patients granting permission to a research institution to use donated tissue can confuse who actually owns the donated tissue.</p>					
<p>Evidence:</p> <p>"As it stands now, tissue banks appear to have de facto ownership over sample inventories and the right to use them as they wish." (Schmidt, par. 3)</p>			<p>Reasoning: <i>How does the evidence support your claim?</i></p> <p>This evidence clearly supports the claim because it states that the tissue banks have inherent ownership over donated tissues even though patients might think they have ownership over their tissue.</p>		
<p>Supporting Claim: The sale or resale of human tissue is dehumanizing and exacts a psychological toll on the patient or the patient's family.</p>					
<p>Evidence:</p> <p>"When Moore found out that he was Patent No. 4,438,032, he felt that his integrity had been violated, his body exploited and his tissue turned into a product." (Andrews, par. 6)</p>			<p>Reasoning: <i>How does the evidence support your claim?</i></p> <p>This evidence demonstrates how a patient felt after his tissue had been sold. This evidence clearly shows that there are damaging effects, emotionally and mentally, for patients whose tissues are sold. This is compelling evidence to support the central claim that no one should be allowed to profit from human tissues.</p>		
<p>Supporting Claim: The legal issues that deal with patients' rights to tissue removed during surgery need to be clearly defined because doctors and researchers can profit from tissue taken during surgery.</p>					

<p>Evidence:</p> <p>“tissue banking is big business and the law is readily side-stepped by invoking ‘processing and handling fees’ so that the tissue itself is not officially sold” (Josefson, par. 7)</p>	<p>Reasoning: <i>How does the evidence support your claim?</i></p> <p>This evidence shows the questionable activity involved in the tissue banking system. This is one way for doctors to profit and biotechnology companies to get access to human tissue samples. This is the sort of behavior that takes place when tissues can be sold for profit.</p>
<p>Supporting Claim: Giving researchers legal ownership of others’ genes, cells, or tissues infringes on individuals’ rights to privacy and control over their unique genetic information.</p>	
<p>Evidence:</p> <p>“In a study of potential tissue donors, 32 percent said they would be offended by the patenting of products of research with their DNA.” (Andrews, par. 11)</p>	<p>Reasoning: <i>How does the evidence support your claim?</i></p> <p>This evidence supports the claim because it clearly states that there are large portions of people who do not want their unique DNA being used by companies. Since everyone’s DNA is unique this would violate their privacy because it would be clear where the genetic material came from and may disclose information about themselves or their family.</p>
<p>Counterclaim (to the central claim):</p> <p>① The counterclaim portion of the tool will be modeled in Lesson 2.</p>	
<p>Supporting Claim (for the counterclaim):</p>	
<p>Evidence:</p>	<p>Reasoning: <i>How does this evidence support the counterclaim?</i></p>

<u>Supporting Claim (for the counterclaim):</u>	
<u>Evidence:</u>	<u>Reasoning:</u> <i>How does this evidence support the counterclaim?</i>
[Conclusion] Restate Central Claim: In order to protect the rights of patients and the privacy and dignity of individual human beings, neither researchers nor patients should have rights to sell tissue.	

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Additional Evidence Tool

Name:		Class:		Date:	
Claim:					
Source:					
Evidence:			Reasoning: <i>How does the evidence provide additional support for your claim?</i>		

Model Additional Evidence Tool

Name:		Class:		Date:	
<p>Claim: Giving researchers legal ownership of others' genes, cells, or tissues infringes on individuals' rights to privacy and control over their unique genetic information.</p>					
<p>Source: "Tissue Banks Trigger Worry about Ownership Issues" Charlie Schmidt, http://www.oxfordjournals.org/</p>					
<p>Evidence:</p> <p>Andrews points out that some groups react with anger upon finding their donated tissues are in research that they don't approve of. In a well-known example, members of the Havasupai Indian tribe were outraged to find that tissues they had donated to Arizona State University for diabetes research were also used in what they viewed as potentially stigmatizing studies of schizophrenia, inbreeding, and population migration.</p>			<p>Reasoning: <i>How does the evidence provide additional support for your claim?</i></p> <p>This evidence provides additional support because it presents a case where a whole group of people's rights were clearly thrown aside for the purpose of using their tissue. If the tribe had been told the full extent of what was happening with the tissue then they might not have decided to donate their tissue. This is a good example of the dangers of ownership especially when it is not the people who had the tissue originally.</p>		