

# 11.3.2 Lesson 11

## Introduction

In this lesson, students organize, analyze, and synthesize their claims using their Forming Evidence-Based Claims Tools from the previous lesson to develop comprehensive claims about each inquiry path in the Research Frame.

Students begin the lesson by organizing the claims they created in the previous lesson, physically arranging the Forming Evidence-Based Claims Tools according to the inquiry paths they address. Students analyze and make connections between these specific claims and the supporting evidence to develop comprehensive claims about each inquiry path. Students use Organizing Evidence-Based Claims Tools to write the comprehensive claims about each inquiry path. Students then work in small groups to peer review one Organizing Evidence-Based Claims Tool using an Evidence-Based Claims Criteria Checklist. For the lesson assessment, students synthesize the information from an Organizing Evidence-Based Claims Tool into a paragraph explaining the claim, the evidence that supports it, and how the claim supports a side of an issue from the problem-based question.

Student learning in this lesson is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, using an Organizing Evidence-Based Claims Tool from the lesson: Develop and explain a claim about an inquiry path or your problem-based question and support it using specific evidence and details from your research. This work directly prepares students to develop and write an Evidence-Based Perspective for the End-of-Unit Assessment. Students build on the claims created in the previous lesson to develop comprehensive claims that reflect a deeper understanding of the inquiry paths and the problem-based question itself, and begin to develop a perspective on their issue. For homework, students review all of their Organizing Evidence-Based Claims Tools using the Evidence-Based Claims Criteria Checklist and, if necessary, revise their claims.

## Standards

Assessed Standard(s)	
W.11-12.7	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.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Addressed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.

## Assessment

### Assessment(s)

Student learning in this lesson is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, using an Organizing Evidence-Based Claims Tool from the lesson.

- Develop and explain a claim about an inquiry path or your problem-based question and support it using specific evidence and details from your research.
- This assessment will be evaluated using the Evidence-Based Claims Criteria Checklist.

### High Performance Response(s)

Individual student claims will vary based on the individual's problem-based question. A High Performance Response should:

- Develop and explain a claim about an inquiry path or the problem-based question (e.g., International tribunals should be empowered to respond to, prevent, and prosecute genocide in its early stages. This claim was developed using multiple pieces of evidence and demonstrates a perspective that is prevalent in the sources around the issue of preventing genocide).
- Provide the most relevant and sufficient evidence from research to support the claim (e.g., "The International Criminal Court needs an Optional Protocol to create an international police force with the sole mandate to arrest leaders indicted by the ICC" (Stanton); "... halting or failing to halt genocide has come down to whether the political will exists within the United States to act. We will not be spared from such decisions in the future. If we are serious, we have to be willing to take upon ourselves the burden of providing the leadership, the arms, the troops, and the resources, and of bearing the casualties, the reversals of fortune, and the inevitable complaints and second-guessing" (Lindberg).).

## Vocabulary

### Vocabulary to provide directly (will not include extended instruction)

- None.\*

### Vocabulary to teach (may include direct word work and/or questions)

- None.\*

### Additional vocabulary to support English Language Learners (to provide directly)

- None.\*

\*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards:</b> <ul style="list-style-type: none"> <li>Standards: W.11-12.7, W.11-12.9, W.11-12.4, SL.11-12.1</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability and Research Check-In</li> <li>3. Comprehensive Claims</li> <li>4. Assessing Claims Peer Review</li> <li>5. Quick Write</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 40%</li> <li>4. 25%</li> <li>5. 15%</li> <li>6. 5%</li> </ol>

## Materials

- Copies of the Organizing Evidence-Based Claims Tools for each student (one point, two point, and three point)
- Student copies of the Evidence-Based Claims Criteria Checklist (refer to 11.3.2 Lesson 10)
- Research Portfolios (refer to 11.3.2 Lesson 1)
- Student copies of the Forming Evidence-Based Claims Tools (refer to 11.3.2 Lesson 10)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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

5%

Begin by reviewing the agenda and the assessed standards for this lesson: W.11-12.7 and W.11-12.9. Explain that in this lesson, students use the Organizing Evidence-Based Claims Tool to make comprehensive claims by identifying connections between the specific claims and evidence from the previous lesson (Forming Evidence-Based Claims Tools). Students then peer review one Organizing Evidence-Based Claims Tool using the Evidence-Based Claims Criteria Checklist. Finally, students synthesize the information from an Organizing Evidence-Based Claims Tool into a written paragraph. This work directly prepares students to develop and write an Evidence-Based Perspective for the End-of-Unit Assessment.

- Students look at the agenda.

### Activity 2: Homework Accountability and Research Check-In

10%

Return to each student the previous lesson's assessment (two completed Forming Evidence-Based Claims Tools to make claims about one inquiry question), and instruct students to take out their homework from the previous lesson (Continue to complete the process introduced in the lesson by organizing, analyzing, and synthesizing your research, using at least two Forming Evidence-Based Claims Tools to develop claims about all inquiry paths on the Research Frame).

- Students examine the previous lesson's assessment and take out their homework.

Instruct students to take out the Student Research Plan and journal about their research progress and next steps in the Research Journal based on the work completed in the previous lesson (11.3.2 Lesson 10). Instruct students to look specifically at Part 3: Organizing and Synthesizing Research, and reflect on the research activity they did in the last lesson (forming evidence-based claims about inquiry paths). Instruct students to use the language of W.11-12.7 that aligns with Part 3 of the Student Research Plan when writing their journal responses.

- Students journal about their research progress and next steps.
  - Student responses will vary by individual problem-based question. Look for students to use the language of the Student Research Plan and W.11-12.7, as well as evidence from their research process for Research Journal responses.
  - The lesson assessment from the previous lesson required students to use two Forming Evidence-Based Claims Tools. Hand these tools back to each student with feedback. This assessment was evaluated using the Evidence-Based Claims Criteria Checklist.
  - The W.11-12.7 language that applies to Part 3: Organizing and Synthesizing Research includes, “synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.”
  - While students are journaling about their research progress and next steps, circulate around the room to monitor students’ homework completion.
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Instruct students to arrange all of their Forming Evidence-Based Claims Tools by inquiry path on their desks.

- Students should have at least six Forming Evidence-Based Claims Tools—two for each inquiry path.
- Students do not engage in pair discussion for homework accountability because they will work together on their Forming Evidence-Based Claims Tools later in the lesson.

### Activity 3: Comprehensive Claims

**40%**

Explain that in this activity, students build on the claims-making process they started in the previous lesson by analyzing and synthesizing comprehensive claims about each inquiry path in the Research Frame. Students use the claims made in the previous lesson as a foundation to analyze and develop comprehensive claims for an entire inquiry path.

- Students listen.

Provide students with the following definition: *comprehensive* means “of large scope, covering or involving much, inclusive.” Explain that in this lesson, students combine the claims made in the previous lesson to create claims with a larger scope for each inquiry path. Explain that these new claims are more global and include multiple pieces of evidence.

- Explain to students that synthesizing multiple pieces of evidence to develop comprehensive claims allows students to create stronger claims, because they are demonstrating that the claim is supported by sufficient evidence. These comprehensive claims provide a foundation for the Evidence-Based Perspective in the End-of-Unit Assessment. In addition, developing comprehensive claims across multiple sources is necessary for writing the central and supporting claims of the research-based argument paper in Unit 3 of this module.
- At this point, students are making claims about their research. They will not begin to develop central claims until 11.3.3 Lesson 1. For the End-of-Unit Assessment of this unit (11.3.2 Lesson 15), there are no central claims. Students just explain their developing perspective about the problem-based question.
  - Students listen.

Distribute a blank Organizing Evidence-Based Claims Tool to each student. Display the Model Research Frame for students to see. Instruct students to examine the Research Frame and read the first circled question under Inquiry Path 2: “What do governments do to prevent genocide?”

- Some students might use a Two or Three Point tool depending on how many claims they made about each inquiry path in the previous lesson. For example, if students completed three Forming Evidence-Based Claims Tools for one inquiry path, they should use a Three Point tool to connect the three claims into one comprehensive claim about the inquiry path. Remind students they may need to return to their sources if additional evidence is necessary to support their comprehensive claim.
- The Model Research Frame was introduced in 11.3.2 Lesson 6.
  - Students examine the Organizing Evidence-Based Claims Tool and read the first circled question under Inquiry Path 2 on the Model Research Frame.

Explain to students that in the previous lesson, the class developed these two model claims about this inquiry path:

- International agencies must respond to and prevent genocide in its early stages.
- Tribunals should publicly arrest those who commit genocide as a deterrent to others who may commit genocide in the future.
  - Students listen.
- The Model Forming Evidence-Based Claims Tools used in this part of the lesson are located in the previous lesson.

- The first claim was formally modeled in the previous lesson. The second claim was not formally modeled during the previous lesson, but was included as an additional example.

Explain that in this activity, students analyze and make connections between the claims they made about their inquiry questions. Then they organize, analyze, and make connections between the Forming Evidence-Based Claims Tools completed for each inquiry path to create a comprehensive claim on an Organizing Evidence-Based Claims Tool.

- Students listen.

Display the Model Organizing Evidence-Based Claims Tool based on the model inquiry path discussed above (What do governments do to prevent genocide?). Explain to students that they can make a larger claim by connecting these two claims. Direct students to the model claim in the Claim section of the tool: “International agencies should be empowered to respond to, prevent, and prosecute genocide in its early stages.”

- The two point Model Organizing Evidence-Based Claims Tool is used as an exemplar in this lesson.
- Students follow along.

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Instruct students to use an Organizing Evidence-Based Claims Tool to develop a comprehensive claim about each inquiry path on their Research Frame. They should use the six Forming Evidence-Based Claims Tools they completed in the previous lesson. Remind students they have completed at least two of these tools for each inquiry path.

- Students use their Organizing Evidence-Based Claims Tools to form comprehensive claims about each inquiry path.
- Circulate around the room to monitor student progress.
- **Differentiation Consideration:** Some students may be able to use an Organizing Evidence-Based Claims Tool to complete a comprehensive claim about the problem-based question as well as the inquiry paths.

## Activity 4: Assessing Claims Peer Review Activity

**25%**

Explain that in this activity, students assess one of their claims using the Evidence-Based Claims Criteria Checklist. Display and distribute the Evidence-Based Claims Criteria Checklist to all students.

- Students examine the Evidence-Based Claims Criteria Checklist.



Display the Evidence-Based Claims Criteria Checklist and explain to students this checklist be used to assess the Model Organizing Evidence-Based Claims Tool. Read through each criterion in the Content and Analysis section, check the boxes that apply, and write model comments. Explain and model the following:

- I am checking the first box for the Content and Analysis section, Clarity of the Claim. *Clarity* means “the state of being clear or transparent.” I am checking the box because the claim is clearly stated and understandable.
- I can check the second box for the Content and Analysis section, Conformity to the Text, because I created the claim directly from the textual evidence and ideas I read. For example, the quote “The International Criminal Court needs an Optional Protocol to create an international police force with the sole mandate to arrest leaders indicted by the ICC” (Stanton) directly supports my claim because it calls for an international agency to arrest and prosecute the perpetrators of genocide.
- I can check the third box for the Content and Analysis section, Understanding of the Topic, because my claim demonstrates sound thinking about both the issue of preventing genocide and the problem-based question. The idea is not abstract and there is evidence to support it.
  - Students follow along.
- **Differentiation Consideration:** Consider pointing out to students that the word *conformity* means “agreement”; the claim agrees with and is based upon the text, as indicated by the phrase “directly based upon” in the checklist.

Instruct students to give their assessment of the Model Organizing Evidence-Based Claims Tool for the next three sections of the Checklist: Command of Evidence, Coherence and Organization, and Thoroughness and Objectivity. Remind students to explain their thinking. Write students’ thoughts on the Evidence-Based Claims Criteria Checklist that is displayed.

- Students assess the Model Organizing Evidence-Based Claims Tool as a whole class, using the next three sections of the Evidence-Based Claims Criteria Checklist as a guide.
- Student responses may include:
  - Command of Evidence: The claim has specific evidence supporting it, as demonstrated by the text quotes on the tool itself. Each piece of evidence can be used to directly support the claim. For example, the following quote shows that international agencies have several different ways to prevent future genocides and halt those in progress: “There are also economic sanctions. And ... the power of the media or organizations like Amnesty International to mobilize international opinion against such atrocities has created enough pressure in certain instances to bring about amelioration or change” (Edwards).

- Coherence and Organization: The specific points on the tool group the evidence; the evidence is easy to understand and follows a logical pattern, directly supporting each point and laying a clear foundation for the claim itself.
  - Thoroughness and Objectivity: There are eight quotes, and each quote aims to support the overall claim and presents my perspective of the problem-based question. For example, the following quote from “Why Do We Look the Other Way?” describes how international tribunals should prosecute genocide in its early stages: “Prevention must especially begin from the ground up in countries at risk of genocide. A true International Alliance to End Genocide can support such local efforts and create an international mass movement to end genocide.” (Stanton).
  - **Differentiation Consideration:** If students struggle with responses for Thoroughness and Objectivity, consider providing the following definitions: *thoroughness* means “complete; attentive to detail and accuracy,” and *objectivity* means “the state or quality of not being influenced by personal feelings or prejudice.” The term *objective tone* will be defined in the next unit, 11.3.3, when students learn how to write objectively about research.
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Instruct students to transition into small groups.

- Students form small groups.
- Place students in heterogeneous groups of four to five that will remain consistent throughout the module. Consider forming groups ahead of time to maximize the range of different research topics and questions within each group. The goal of these groups is to create small communities of inquiry/research teams that provide support and accountability to each other. Students should know about their teammates’ topics, research questions, central claims, etc. Students should share claims and evidence that arise from their individual inquiry and learn from each other’s research processes, which they may use to potentially refine their own inquiry topics and questions.

Explain to students that their discussions should continue the work of collaborative discussion outlined in SL.11-12.1, to which students were previously introduced. Remind students that these discussion strategies have been taught in previous modules.

- Encourage students to keep in mind the Module Performance Assessment as they practice the skills of SL.11-12.4, organizing and developing their claims using supporting evidence. Remind students that they will present their research orally at the end of the module and this activity provides an opportunity to begin preparing for the assessment presentation.
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Explain to students that for this activity, each student gives one Organizing Evidence-Based Claims Tool to a peer in the small group to review using the Criteria Checklist. Each student should have one tool to review.

- Students exchange Organizing Evidence-Based Claims Tools with a peer within their group and review them using the Evidence-Based Claims Criteria Checklist.

Direct students to return the tool they reviewed to their peer once the review is complete.

### Activity 5: Quick Write

**15%**

Instruct students to respond briefly in writing to the following prompt:

**Develop and explain a claim about an inquiry path or your problem-based question and support it using specific evidence and details from your research.**

Instruct students to develop their written response from the Organizing Evidence-Based Claims Tools. Remind students to use the Evidence-Based Claims Criteria Checklist to guide their response. Remind students to practice the skills outlined in W.11-12.4, to which they were introduced in 11.1.3 Lesson 8.

- If necessary, consider reviewing the components of W.11-12.4, which include producing clear, coherent writing that employs organization and style appropriate to the task, purpose, and audience.
- Students listen and read the Quick Write prompt.
- Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- Students independently answer the prompt, using the Organizing Evidence-Based Claims Tools and the Evidence-Based Claims Criteria Checklist to guide their responses.
- See the High Performance Response at the beginning of this lesson.

### Activity 6: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to review all of their Organizing Evidence-Based Claims Tools using the Evidence-Based Claims Criteria Checklist and, if necessary, revise their claims.

- Remind students that revising the Organizing Evidence-Based Claims Tool might lead to a final round of research and analysis of both their annotated sources and their Taking Notes Tools to find the most relevant and useful evidence possible.

- Students follow along.

## Homework

Review all of the Organizing Evidence-Based Claims Tools using the Evidence-Based Claims Criteria Checklist and, if necessary, revise your claims.

File: 11.3.2 Lesson 11 Date: 9/12/14 Classroom Use: Starting 9/2014

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**Name** ..... **Inquiry Path** .....

CLAIM:		
Point 1	Point 2	Point 3
A Supporting Evidence	A Supporting Evidence	A Support
(Reference: )	(Reference: )	(Reference: )
B Supporting Evidence	B Supporting Evidence	B Support
(Reference: )	(Reference: )	(Reference: )
C Supporting Evidence	C Supporting Evidence	C Support
(Reference: )	(Reference: )	(Reference: )

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## ORGANIZING EVIDENCE-BASE

File: 11.3.2 Lesson 11 Date: 9/12/14 Classroom Use: Starting 9/2014

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Name .....

Inquiry Path What do governments do to prevent genocide?

CLAIM: International agencies should be empowered to respond to and prevent and prosecute genocide in its early stages.			
Point 1		Point 2	
<b>A Supporting Evidence</b> "...genocide prevention must start and be led by people from countries at risk. It cannot be led by an American organization in Washington D.C., led by a pacifist Director, that is unwilling to advocate the use of force to stop genocide. Prevention must especially begin from the ground up in countries at risk of genocide. A true International Alliance to End Genocide can support such local efforts and create an international mass movement to end genocide." (Reference:9 )	<b>B Supporting Evidence</b> "...There are also economic sanctions. And...the power of the media or organizations like Amnesty International to mobilize international opinion against such atrocities has created enough pressure in certain instances to bring about amelioration or change." (Reference:2 )	<b>A Supporting Evidence</b> "So the machinery for indictment, arrest, trial, and conviction is not only in place but its reach and influence are expanding. This is because the world has grown increasingly impatient with both nations and individuals that commit such crimes." (Reference:2 )	<b>B Supporting Evidence</b> "That such a system is effective by the me...worldwide record of...For example...sentenced...genocide...committed...minister o..." (Reference: )
<b>C Supporting Evidence</b> "...halting or failing to halt genocide has come down to whether the political will exists within the United States to act. We will not be spared from such decisions in the future. If we are serious, we have to be willing to take upon ourselves the burden of providing the leadership, the arms, the troops, and the resources, and of bearing the casualties, the reversals of fortune, and the inevitable complaints and second-guessing." (Reference:5 )	<b>D Supporting Evidence</b> "We must also create institutions for action...President Obama should impose a NO FLY Zone over the Nuba Mountains. Any Sudanese bomber or helicopter gunship that attacks a Nuba village should be allowed to land and then destroyed (when their crews have left at night) by cruise missiles fired from American warships in the Indian Ocean. And their runways should be destroyed. NATO airstrikes in Libya took control of the skies from Gaddafi. The same should be done with al-Bashir's Sudan." (Reference:9 )	<b>C Supporting Evidence</b> "To bring perpetrators of the genocide to justice, the United Nations has conducted more than 70 tribunal cases, Rwanda's courts have tried up to 20,000 individuals, and the country's Gacaca courts have handled some 1.2 million additional cases...The government of President Paul Kagame has transformed Rwanda into an island of order and relative prosperity in a poor and politically volatile region." (Reference:3 )	<b>D Supporting Evidence</b> "The International Criminal Court ne...Protocol...internati...the sole...leaders i..." (Reference: )