

# 11.3.2 Lesson 15

## Introduction

In this final lesson of the unit, the 11.3.2 End-of-Unit Assessment, students complete a final review of the Research Portfolio and write an Evidence-Based Perspective that synthesizes the evidence collection and research work completed in this unit. This lesson asks students to apply standards W.11-12.7 and W.11-12.9 as they craft a short response that demonstrates understanding of their problem-based question as well as their ability to draw evidence from their sources to support research analysis.

Students begin the lesson by finalizing the Research Portfolio for assessment purposes. Students review all of the Organizing Evidence-Based Claims Tools from the previous lessons and discuss their developing perspectives on their problem-based questions in small groups. Next, students write an Evidence-Based Perspective (a one-page synthesis) using the Organizing Evidence-Based Claims Tools, supporting their perspectives with relevant evidence from the research. Students submit the finalized Research Portfolio and the Evidence-Based Perspective for assessment purposes.

For homework, students complete a vocabulary activity using the vocabulary journal work from the unit.

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## 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.11-12.1	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.
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 pairs on <i>grades 11-12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.

## Assessment

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### Assessment(s)

Student learning is assessed via an End-of-Unit Assessment that consists of the elements below.

- Completed Research Portfolio: Students submit a completed Research Portfolio with the four sections organized, including: 1. Defining an Area of Investigation, 2. Gathering and Analyzing Information, 3. Drawing Conclusions, 4. Discarded Material.
- Evidence-Based Perspective: Students write a one-page synthesis of their perspective and position derived from their research. Students draw on the research evidence collected to express their perspective and position on their problem-based question.
- Research Journal: This item is located in the Research Portfolio.
- This assessment will be evaluated using the 11.3.2 End-of-Unit Evidence-Based Perspective Rubric.

### High Performance Response(s)

A High Performance Response should:

- Meet the requirements of Level 4 on the 11.3.2 End-of-Unit Evidence-Based Perspective Rubric located at the end of the lesson.
- See the Model Evidence-Based Perspective at the end of this lesson.

## 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 &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: W.11-12.7, W.11-12.9, W.11-12.1, 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. Evidence-Based Perspective Reflection and Discussion</li> <li>4. 11.3.2 End-of-Unit Assessment: Evidence-Based Perspective</li> <li>5. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 10%</li> <li>2. 25%</li> <li>3. 30%</li> <li>4. 30%</li> <li>5. 5%</li> </ol>

## Materials

- Student copies of the Organizing Evidence-Based Claims Tools (refer to 11.3.2 Lesson 11)
- Research Portfolios (refer to 11.3.2 Lesson 1)
- Copies of the 11.3.2 End-of-Unit Assessment for each student
- Copies of the 11.3.2 End-of-Unit Evidence-Based Perspective Rubric for each student

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## 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

10%

Begin by reviewing the agenda and sharing the assessed standards for this lesson: W.11-12.7 and W.11-12.9. In this lesson, students finalize the Research Portfolio for assessment purposes. Students then discuss their developing perspectives concerning their problem-based questions, using the Organizing Evidence-Based Claims Tools from the previous lesson. Finally, students write an Evidence-Based Perspective (a one-page synthesis) using the Organizing Evidence-Based Claims Tools developed in the previous lesson and supporting the perspective with relevant evidence from the research.

- Students look at the agenda.

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

25%

Instruct students to talk in pairs about the homework from the previous lesson. (Use guidance gathered from the Presentation Feedback Tools and Presentation Checklist to revise claims, counterclaims, evidence, and reasoning as necessary, to prepare for the next lesson's End-of-Unit Assessment.) Instruct student pairs to discuss any revisions based on the presentation feedback from the previous lesson.

- Student pairs discuss the homework from the previous lesson.

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- Student responses may include:
    - Based on the feedback from my presentation I revised my claim about “direct military intervention” to be more objective and rely on the evidence I have gathered rather than just stating my opinion about the issue.
    - While reviewing my sources I noticed some stronger evidence for my claim about international courts and tribunals so I selected stronger evidence.
    - I reviewed my claims and counterclaims to make sure my word choices were deliberate and I revised to make sure that the connections between my claims were clear.
  - Consider circulating during the pair discussion to monitor students’ homework completion.
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Instruct students to take out their Research Portfolios.

Inform students that later in this lesson, they will complete the last step in the Student Research Plan: Reviews and synthesizes the research to develop a written Evidence-Based Perspective (Part 3: Organizing and Synthesizing Inquiry). Instruct students to reread the Student Research Plan and use it as a guide to finalize all sections of the Research Portfolio. Instruct students to file all sources, annotated copies, notes, tools, and assessments in the Research Portfolio, except for the Organizing Evidence-Based Claims Tools from the previous homework activity, which they should keep out for now.

- Students file all sources, annotated copies, notes, tools, and assessments in the Research Portfolio.
- The Research Portfolio sections are the following: 1. Defining an Area of Investigation, 2. Gathering and Analyzing Information, 3. Drawing Conclusions, 4. Discarded Material.

Instruct students to place the Student Research Plan in the front of the portfolio. Instruct students to keep the Research Portfolio accessible because they may return to it during the rest of lesson.

Inform students that they will submit the Research Journal at the end of the lesson as part of the completed Research Portfolio.

- Students listen.

### Activity 3: Evidence-Based Perspective Reflection and Discussion 30%

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Explain to students throughout this unit they have used the research process to explore a research topic and deepen their understanding of a problem-based question. Explain that at this point, students will turn their attention to forming their own perspective and argument about their problem-based question.

- Consider reminding students of the following definition: *perspective* means “how one understands an issue, including his/her relationship to and analysis of the issue.”

Remind students of the work completed on argument and central claim in 11.3.2 Lesson 5. Provide students with the following definitions and display them for students to see:

*argument* means “the composition of precise claims about a topic, including relevant and sufficient evidence, and valid reasoning” and *central claim* means “an author or speaker’s main point about an issue in an argument.” Explain to students that a central claim is the foundational claim and core of an argument—a position or thesis on a topic.

Explain that students have already begun to develop an argument by analyzing the research and developing comprehensive claims about the inquiry paths and problem-based question. In this lesson, students develop an evidence-based perspective, which helps them develop a central claim that they will further develop in the next unit. Inform students that this lesson’s assessment asks them to reflect on their current understanding of their problem-based question now that they have created claims about it.

- Students listen.

Instruct students to reflect on their claims from the previous lessons (Organizing Evidence-Based Claims Tools) using the guiding questions below. Instruct students to take notes on a separate sheet of paper about each guiding question, as they reflect on the claims and the research process as a whole. Display the following guiding questions for students:

**How has your understanding of the problem-based question developed or deepened as a result of the research?**

**Based on your claims, what ideas can you connect and what do those connections tell you about the problem-based question?**

**Based on your claims, what are your overall views or opinions about the problem-based question? How did the research lead you to these views or opinions?**

- Students reflect on their research by writing notes about each guiding question.

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

- Encourage students to keep in mind the Module Performance Assessment as they practice the skills inherent in the Speaking and Listening Standards during this discussion activity. Remind students that they will present their research orally at the end of the module and that this activity provides an opportunity to begin preparing for the assessment presentation.

Instruct students to form small groups and discuss their reflections on the guiding questions regarding their problem-based questions. Remind students to use specific evidence to support their conclusions or reflections about the research work. Additionally, remind students to take notes during the discussion for later use when writing the Evidence-Based Perspective.

- Student responses will vary based on each student's problem-based question. Examples of student responses may include:
  - I now understand that preventing genocide requires the use of force and the cooperation of the international community. I found a number of examples of prosecution of genocide but there are not any established firm safeguards in place to intervene in and prevent atrocities across the globe.
  - The international community is joined by the United Nations; they seem to be the organization that should be responsible for preventing and responding to genocide. However, individual nation's fears that their national sovereignty will be compromised complicate this mandate.
- Circulate during student group discussions to monitor student progress.
- 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 potentially to refine their own inquiry topics and questions.

## Activity 4: 11.3.2 End-of-Unit Assessment: Evidence-Based Perspective

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30%

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Instruct students to complete the 11.3.2 End-of-Unit Assessment by writing about their Evidence-Based Perspective in a one-page synthesis, using their research evidence and details for support.

Instruct students to use their Organizing Evidence-Based Claims Tools from the previous lessons and their discussion notes from the previous activity to write about their developing perspectives regarding their problem-based questions. Remind students to use specific evidence from their Research Portfolios to support their perspectives. Remind students that the focus for this writing is to develop a perspective on the research, not to summarize all of the research outcomes. Remind students to paraphrase and quote the evidence correctly when crafting the perspective.

- Students learned how to paraphrase and quote evidence correctly in Module 11.1.

Distribute the 11.3.2 End-of-Unit Evidence-Based Perspective Rubric. Explain that the Evidence-Based Perspective Rubric should guide their writing.

- Students listen.

Transition students to writing the End-of-Unit Assessment.

- Students independently write an Evidence-Based Perspective for the End-of-Unit Assessment.
- See the Model Evidence-Based Perspective at the end of this lesson for a High Performance Response.

## Activity 5: Closing

5%

Instruct students to file the Organizing Evidence-Based Claims Tools in Section 3 of the Research Portfolio. Instruct students to remove the vocabulary journal from the Research Portfolio, because they will need the vocabulary journal for their homework.

Collect the Research Portfolios.

- Make sure students have the Research Journal in the Research Portfolio for assessment purposes.

Display and distribute the homework assignment. For homework, instruct students to complete the following multi-paragraph vocabulary activity using the vocabulary journal from this unit:

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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.

- Students follow along.
- See a sample student response of the homework in 11.3.3 Lesson 1 (Homework Accountability).
- The Research Portfolio will be returned in Unit 3 so students can write their research papers.

## Homework

Complete the following multi-paragraph vocabulary activity using the vocabulary journal from this unit.

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 your 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.

## 11.3.2 End-of-Unit Assessment

### Evidence-Based Perspective

**Your Task:** Write a one-page synthesis of your personal conclusions and perspective derived from your research. Draw on your research outcomes, as developed in the Organizing Evidence-Based Claims Tools to express your perspective on your problem-based question.

Your writing will be assessed using the 11.3.2 End-of-Unit Evidence-Based Perspective Rubric.

#### Guidelines

**Be sure to:**

- Develop a perspective on the research, and not a summary of all the research outcomes.
- Support your perspective with relevant evidence from your research.
- Organize your perspective using the claims you developed on your Organizing Evidence-Based Claims Tools (based on your inquiry paths).
- Use specific research from your Research Portfolio to support your claim(s).
- Organize your ideas in a cohesive and coherent manner.
- Use precise language appropriate for your task.
- Follow the conventions of standard written English.

**CCSS:** W.11-12.7; W.11-12.9

**Commentary on the Task:**

This task measures W.11-12.7 because it demands that students:

- 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

This task measures W.11-12.9 because it demands that students:

- Draw evidence from literary or informational texts to support analysis, reflection, and research

## Model Evidence-Based Perspective

I became interested in learning more about preventing genocide because I had heard in the news about Darfur, Rwanda and other genocides happening in the world. In “Hope, Despair and Memory,” Elie Wiesel writes about the Holocaust and mentions a lot of injustices and crimes against humanity that were still taking place in 1986. I was struck by Wiesel’s sheer disbelief that even today so many injustices and atrocities could still be happening in the world. I was also curious to learn more about the many injustices Wiesel lists in his lecture. Most of all, I wanted to discover how genocide could best be prevented. Are there steps already being taken to prevent genocide? Are they effective? After some initial research I discovered answers to these questions. The international community is taking action to bring perpetrators of genocide to justice but there is still more work to be done to stop genocide. The international response must be swift in order to prevent genocide from occurring at all.

I learned that a Jewish Lawyer named Ralph Lemkin first used the term “genocide” in a book in 1944 and that the United Nations is the organization responsible for formally defining genocide in the “Convention on the Prevention and Punishment of the Crime of Genocide.” In a commentary on this document by William Schabas, I learned it “was the first human rights treaty adopted by the General Assembly of the United Nations.” I read in the University of Nebraska at Lincoln’s Human Rights and Humanitarian Affairs website that although many countries signed the document, the United States Senate did not ratify it until forty years later because lawmakers were worried about infringement of US sovereignty and “Southern lawmakers were concerned genocide charges might result from the region’s history of segregation.” Through my research I found an article by Dr. Gregory Stanton entitled “The Ten Stages of Genocide.” Stanton makes it clear that there are a lot of signs that lead up to genocide but they tend to be consistent and should serve as warnings to help prevent genocide. It is important to heed these signs before critical stages like “persecution” and “extermination.” During these stages victims are identified, separated, and ultimately killed. There definitely is a need for all countries, especially powerful ones, to reach consensus on a definition of genocide if it is to be prevented.

It is clear from my research that the United Nations is the organization best suited for the task of preventing genocide. It is the foremost organization representative of the international community. However, as Fareed Zakaria points out in “When The U.N. Fails, We All Do” the United Nations peacekeepers were unable to assist in preventing Rwanda’s genocide: “Belgian peacekeepers, under the United Nations flag, watched as the carnage unfolded.” To stop genocide during early stages, Dr. Stanton asserts that “only rapid and overwhelming armed intervention” will effectively save lives. This proved to be the case when NATO intervened in Kosovo in 1998. Tod Lindberg declares in “The only way to prevent genocide,” that the actions of NATO “avert[ed] a potential genocide in close proximity to NATO territory.” In order to effectively prevent genocide, the United Nations needs a force of its own to deploy.

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Finally, I learned that the United Nations has also set up international tribunals such as the International Criminal Court (ICC) in order to prosecute perpetrators of genocide. The article “After Rwanda’s Genocide” provides an updated figure of the number of cases brought before international and local courts: “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.” This demonstrates that there are legal mechanisms in place to be able to convict criminals. At the same time, it seems like there should be more structures in place to deter genocide as well as bring criminals to justice. Perhaps the ICC needs to be restructured in this way to strengthen its response to early intervention.

The evidence in this High-Performance Response comes from: Source #1 “When the U.N. Fails, We All Do” by Fareed Zakaria, Source #3 “After Rwanda’s Genocide” by the Editorial Board of the New York Times, Source #4 “Bodies Count” by Aaron Rothstein, Source #5 “The only way to prevent genocide” by Tod Lindberg, Source #6 “Convention on the Prevention and Punishment of the Crime of Genocide” by William Schabas, Source #8 “The Ten Stages of Genocide” by Gregory Stanton, and Source # 10 “Would you vote in favor of a treaty allowing individual prosecution for war crimes if it meant an American citizen might be a defendant?” by the University of Nebraska, Human Rights and Humanitarian Affairs.

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## 11.3.2 End-of-Unit Evidence-Based Perspective Rubric

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Criteria	4 - Writing at this Level:	3 - Writing at this Level:	2 - Writing at this Level:	1 - Writing at this Level:
<b>CCSS.ELA-Literacy.W.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.	Clearly states a question or problem; writer provides substantial evidence of sustained research examining a question or a problem.	Includes a clear question or a problem; writer provides some evidence of sustained research in response to a question or a problem.	Includes a question or a problem; writer's research is limited and a question or a problem has a limited response.	Does not include a clear question or a problem and demonstrates almost no evidence of research.
Narrow or broaden the inquiry when appropriate.	Clearly narrows or broadens the inquiry while conducting research.	Demonstrates some narrowing or broadening of inquiry while conducting research.	Demonstrates limited narrowing or broadening of inquiry while conducting research.	Conducts very little inquiry.
Synthesize multiple sources on the subject.	Successfully synthesizes multiple sources while addressing a question or a problem.	Provides some synthesis of sources while addressing a question or a problem.	Synthesis of sources is limited while addressing a question or a problem.	Does not synthesize sources or address a question or a problem.
Demonstrate understanding of the subject under investigation.	Demonstrates a deep understanding of the subject of research.	Demonstrates some understanding of the subject.	Demonstrates limited understanding of the subject.	Demonstrates vague understanding of the subject.
<b>CCSS.ELA-Literacy.W.11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	Extensively draws evidence from the informational texts that were read; uses the information to support analysis, reflection, and research.	Draws some evidence from informational texts that were read; uses some of the information to support analysis, reflection, and research.	Draws limited evidence from informational texts that were read; analysis limited.	Does not draw evidence from informational texts.

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