

12.3.1 Lesson 24

Introduction

In this lesson, students select one of their claims from the previous lesson and develop a claim that counters this original claim. First, students discuss the claim and possible counterclaims with peers. Students then identify evidence to support the selected counterclaim and record that information on the Forming Counterclaims Tool before engaging in a peer review. Students use the Evidence-Based Claims Criteria Checklist to evaluate a peer's counterclaim. Student learning is assessed via a Quick Write at the end of the lesson: Develop a counterclaim opposing your claim from the previous lesson and support it using specific evidence and details from your research. Reevaluate the original claim based on the counterclaim and determine whether the original claim should be revised.

For homework, students review all of their Organizing Evidence-Based Claims Tools and create an additional counterclaim using the Forming Counterclaims Tool. Students evaluate their original claims, based on their insight from their counterclaim work, to develop stronger claims and prepare for the End-of-Unit Assessment in 12.3.1 Lesson 27.

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.
Addressed Standard(s)	
W.11-12.1.b	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. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
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

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Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, using evidence from their research.

- Develop a counterclaim opposing your claim from the previous lesson and support it using specific evidence and details from your research. Reevaluate the original claim based on the counterclaim and determine whether the original claim should be revised.
- Student responses are assessed using the Evidence-Based Claims Criteria Checklist.

High Performance Response(s)

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Student responses vary according to the research conducted. A High Performance Response should:

- Articulate a counterclaim that provides an alternate perspective to the original claim (e.g., Some countries are too poor to build and maintain solid educational and technological infrastructure, so these human capital investments cannot be made a priority).
- The original claim is “Developing nations can become more prosperous by providing quality education and technology to all citizens.”
- Provide sufficient evidence to support the counterclaim (e.g., Developing nations cannot create an infrastructure for education and technology. Some countries are stuck in “a poverty trap, with local and national economies too poor to make the needed investments” (p. 29), such as education and technology. Additionally, many developing nations do not have the money to invest in human capital, as “[d]ozens of heavily indebted poor and middle-income countries are forced by creditor governments to spend large parts of their limited tax receipts on debt service, undermining their ability to finance investments in human capital and infrastructure” (p. 35).).
- Evaluate briefly the original claim by discussing the counterclaim and determine if the original claim should be revised or if the evidence is sufficient (e.g., After reviewing the evidence for the counterclaim and looking at my original claim, I believe that my original claim is still strong. Although it is true that countries may consider themselves too poor to make human capital investment a priority, long-term action is needed to break the cycle. Basic necessities are important in addressing the poverty problem in developing nations, but only as a short-term solution. As I discovered in my research, investments in human capital, through technology and education, can stimulate a long-term cycle of growth and development that will lead to sustainable economic growth.).
- See [Model Forming Counterclaims Tool](#) for a detailed model student response at the end of this lesson.
- The evidence in this High-Performance Response comes from model source #9: “Investing in Development: A Practical Plan to Achieve the Millennium Development Goals” by Jeffrey D. Sachs, et al (<http://www.unmillenniumproject.org/>, Google search terms: Millennium Project, Investing in Development, Sachs).

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 encounter domain-specific vocabulary related to their individual areas of investigation/problem-based questions. Consider instructing students to use a vocabulary journal to track this vocabulary when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.7, W.11-12.1.b, SL.11-12.1 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Developing Counterclaims Activity 4. Counterclaims Peer Review Activity 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 35% 4. 25% 5. 15% 6. 5%

Materials

- Student copies of the 12.3 Common Core Learning Standards Tool (refer to 12.3.1 Lesson 3) (optional)
- Copies of the Forming Counterclaims Tool for each student (two per student)
- Student copies of the Evidence-Based Claims Criteria Checklist (refer to 12.3.1 Lesson 23)
- Student copies of the Organizing-Evidence Based Claims Tools (refer to 12.3.1 Lesson 23)

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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.
	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 reviewing the agenda and the assessed standard for this lesson: W.11-12.7. In this lesson, students continue to evaluate and strengthen their claims by learning how to craft counterclaims. As in the previous lesson, students participate in a peer review discussion to assess their counterclaims and students articulate a counterclaim for the lesson assessment.

- Students look at the agenda.

- Differentiation Consideration:** If students are using the 12.3 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson introduction.

Post or project standards W.11-12.1 and W.11-12.1.b. Instruct students to talk in pairs about what they think the standards mean. Lead a brief discussion about the standards.

- Student responses for W.11-12.1 should include:
 - Write arguments to analyze issues or texts.
 - Support claims with sufficient evidence and valid reasoning.
 - Ask questions about areas of interest to form an argument.

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- Research an issue to develop an argument.
- Student responses for W.11-12.1.b should include:
 - Write arguments to analyze issues or texts.
 - Support claims with evidence and reasoning.
 - Use relevant evidence to write and support claims and counterclaims that accurately reflect an issue.
 - Identify the strong points and shortcomings of each claim and counterclaim.
 - Consider what the audience might already know or think about the issue before writing claims.
- Students practiced identifying relevant evidence in 12.3.1 Lessons 11 and 12. Remind students of their work with the concept of *limitations* in 12.3.1 Lesson 13.
- In 12.3.1 Lesson 25, students consider the audience's knowledge level, concerns, values, and possible biases as they begin to prepare an oral presentation of their claims, evidence, and reasoning.
- **Differentiation Consideration:** Consider asking the following question to support students in their understanding of W.11-12.1.b:

What does it mean to develop claims *fairly* and *thoroughly*?

- Student responses may include:
 - Writers should review all evidence before writing claims in order to present an accurate and informed representation of the issue.
 - Writers should take into account all the evidence when constructing a claim, even if not all the evidence supports the claim.
 - The language used to construct the claim should be both strong and objective.

Explain to students that the purpose of this lesson is to deepen their understanding of claims and counterclaims.

- Students follow along.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Review all of your Organizing Evidence-Based Claims Tools using the Evidence-Based Claims Criteria Checklist and, if necessary, revise your claims. Additionally, reflect on your research

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process completed during this lesson and complete a multimedia journal entry in response to the following prompt: How is your perspective about your problem-based question evolving now that you have synthesized your research?) Instruct students to form pairs and discuss their revised claims and responses to the multimedia journal entry prompts.

- Student responses vary depending on individual research questions/problems and research.
- Consider checking in with students on an individual basis during the research process to formatively assess their application of research skills and offer targeted feedback.
- **Differentiation Consideration:** Consider instructing students to reflect on Part 3 of the Student Research Plan by writing a few sentences about their research process and the work completed in the previous lesson (making an evidence-based claim about an inquiry path or problem-based question). Instruct students to use the language of the research standards (W.11.12.7 and W.11-12.8) when writing their responses.

Activity 3: Developing Counterclaims Activity

35%

Explain to students that along with making claims to support their argument, they must also acknowledge counterclaims that oppose their claims. Creating a counterclaim to a claim demonstrates a broad understanding of a problem-based question and acknowledges where there may be weaknesses in one's own perspective. Crafting counterclaims also provides an opportunity to identify areas for improvement in claims as well as acknowledge the multiple claims that can come from any problem-based question.

- Students listen.

Instruct students to take out the claims they revised for the previous lesson's homework. Explain to students that there are many ways to craft a counterclaim. Display and distribute the Forming Counterclaims Tool and instruct students to write their original claims on the tool.

- Students examine the tool and copy their original claims onto the tool.
- This is the claim from the previous lesson: "Developing nations can become more prosperous by providing quality education and technology to all citizens."

Explain and model the various ways that one might respond to an argument that emerges from a different perspective. It is important to consider a variety of possible counterclaims, though some counterclaims are more effective than others. Model for students effective types of counterclaims:

- An effective counterclaim may directly oppose a claim. For example, “Providing education and technology to all citizens will not improve the economic prosperity of a developing nation.”
- An effective counterclaim may propose an alternate solution. For example, “A more effective way for developing nations to become prosperous is to redistribute wealth across all nations.”
- An effective counterclaim may explore the limitations of the claim. For example, “Providing education and technology to all citizens will only improve the prosperity of those citizens with access to education and technology; those without access or with limited basic needs will not be able to take advantage of the economic opportunities afforded by education and technology.”
- An effective counterclaim may offer opposing evidence that is both sufficient and relevant to the issue and from a credible source. For example, in the UN Millennium Goals report Sachs, et al. state that “dozens of heavily indebted poor and middle-income countries are forced by creditor governments to spend large parts of their limited tax receipts on debt service, undermining their ability to finance investments in human capital and infrastructure” (p. 35).
- This counterclaim, from a reliable source, points out that investments in human capital and infrastructure cannot be a nation’s priority when it is already indebted to other nations. This evidence undermines the original claim by identifying a weakness not addressed in the claim.
- An effective counterclaim may identify poor reasoning within the claim and a lack of logical evidence to support the claim. For example, “Citizens of the developed world who have graduated from ‘quality’ schools are not as prosperous as they should be, as there are huge gaps in income disparity in developed nations like the United States. How can quality education be the magic bullet to aid developing nations’ prosperity when developed nations still have major issues with income disparity?”
 - Students listen and follow along with the modeling.
- Remind students that although counterclaims require students to approach a problem-based question from an opposite or divergent perspective, the process for writing a claim and a counterclaim is the same. Using relevant and sufficient evidence is as important in writing a counterclaim as it is in writing a claim.
- After the modeling of each portion of the Forming Counterclaims Tool, students use their own research to complete the tool independently.

Instruct students to Turn-and-Talk in pairs about possible counterclaims to their original claim as well as what type of counterclaim approach would be effective for this claim.

- Student responses vary according to the research conducted. Student responses may include:
 - My original claim is that developed nations should invest in technological infrastructure in developing nations to bridge the digital divide and contribute to economic growth. One potential counterclaim that explores the limitations of the original claim is that providing technology to geographically isolated nations will incur the expense of maintenance of the technology. That is, if the technology breaks, who will be responsible for fixing it? Historically, the nation that received the technology, whether or not it wanted the technology, must then pay to fix it. Another counterclaim is that the infrastructure itself, such as wiring, towers, air conditioning or heat (to regulate the temperature of equipment), and electrical grids could damage the environment or upset a fragile ecological balance. Again, the region itself may have to pay to fix the damage and may suffer financial losses rather than economic growth due to the damage.

Instruct students to write their potential counterclaim onto the Forming Counterclaims Tool. Explain to students that, like any claim, this claim is subject to revision and review based on the evidence gathered. If the evidence does not fairly and thoroughly support the claim, students should revise the counterclaim or select a different one.

Direct students to the “Evidence” portion of the Forming Counterclaims Tool. Explain to students that this portion of the tool is used to record evidence from their research in order to develop and support their counterclaim fairly. Model for students a potential piece of evidence to support a model counterclaim.

- **Counterclaim:** Some countries are too poor to build and maintain solid educational and technological infrastructure, so these human capital investments cannot be made a priority.
- **Evidence:** “[D]ozens of heavily indebted poor and middle-income countries are forced by creditor governments to spend large parts of their limited tax receipts on debt service, undermining their ability to finance investments in human capital and infrastructure.” (p. 35)

Explain to students that this statement undermines the original claim by identifying a barrier (national debt) to investments in human capital through education and technology.

- Students follow along with the modeling.

Instruct students to work on their Forming Counterclaims Tools, examining their research sources for evidence to support their counterclaim. Remind students that their command of

evidence should also reflect the type of counterclaim they are crafting in response to the claim made in the previous lesson. Also, students should select the counterclaim that is most fairly and thoroughly supported by evidence.

- Students work independently on the Forming Counterclaims Tool.
 - To support students' understanding, consider additional modeling on how to choose the most effective evidence for the type of counterclaim formulated.
 - This evidence comes from model source #9: "Investing in Development: A Practical Plan to Achieve the Millennium Development Goals" by Jeffrey D. Sachs, et al.
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Instruct students to look at the bottom portion of the Forming Counterclaims Tool. Explain to students that, after identifying supporting evidence for their counterclaims, they should briefly evaluate their original claims based on the counterclaim. Explain to students that the original claim may look weaker in light of the counterclaim, or the original claim may still be strong regardless of the alternate perspective. It may be necessary to improve the original claim if the counterclaim casts doubt on the original claim. Model for students an evaluation of an original claim based on a counterclaim.

- After reviewing the evidence for the counterclaim and looking at my original claim, I believe that my original claim is still strong. Although it is true that countries may consider themselves too poor to make human capital investment a priority, long-term action is needed to break the cycle. It is not necessarily true that basic necessities are more important or pivotal in solving the poverty problem in developing nations. As I discovered in my research, investment in human capital, through technology and education, is an effective start, and can stimulate a long-term cycle of growth and development that will lead to sustainable economic growth.

- Students follow along with the modeling.

Instruct students to complete the "Evaluation of the Original Claim" portion of the Forming Counterclaims Tool.

- Students complete the final portion of the Forming Counterclaims Tool.

Activity 4: Counterclaims Peer Review Activity

25%

Instruct students to take out their Evidence-Based Claims Criteria Checklists from the previous lesson.

- Students take out their Evidence-Based Claims Criteria Checklists.

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Instruct students to form small groups. Instruct students to work in their small groups to assess whether their counterclaim on the Forming Counterclaims Tool is appropriately supported.

- Students work in small groups to assess their counterclaims.

Explain to students that their discussions should continue the work of collaborative discussion outlined in SL.11-12.1.

- Remind students that in the Module Performance Assessment they will present their multimedia journals before engaging in discussion with the audience. This activity provides an opportunity to begin preparing for the assessment presentation as they practice the skills inherent in the Speaking and Listening Standards.

Instruct students to give one of their Forming Counterclaims Tools to a peer in the small group, so that each student has one Forming Counterclaims Tool to review. Each student in the group should review a peer's Forming Counterclaims Tool using the Evidence-Based Claims Criteria Checklist.

- Students exchange Forming Counterclaims Tools with a peer within their group, and review the tool using the Evidence-Based Claims Criteria Checklist.

Ask students to return the Forming Counterclaims Tools to their peers once the review is complete.

Activity 5: Quick Write

15%

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

Develop a counterclaim opposing your claim from the previous lesson and support it using specific evidence and details from your research. Reevaluate the original claim based on the counterclaim and determine whether the original claim should be revised.

Instruct students to develop their written response from the Forming Counterclaims Tool. Remind students to use the Evidence-Based Claims Criteria Checklist to guide their written responses.

- 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 Forming Counterclaims Tool 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 and create an additional counterclaim using the Forming Counterclaims Tool. Instruct students to evaluate their original claims, based on their insight from their counterclaim work, to develop stronger claims and prepare students for the End-of-Unit Assessment in 12.3.1 Lesson 27.

- Remind students that revising the Organizing Evidence-Based Claims Tool(s) may require a final round of research and analysis of annotated sources and notes to find the most relevant and useful evidence possible.
- Students follow along.

Homework

Review all of your Organizing Evidence-Based Claims Tools and create an additional counterclaim using the Forming Counterclaims Tool. Evaluate your original claims, based on your insight from your counterclaim work, to develop stronger claims and prepare for the End-of-Unit Assessment in 12.3.1 Lesson 27.

Forming Counterclaims Tool

Name:		Class :		Date :	
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Directions: Use this tool to develop counterclaims for your comprehensive claims. Write down your original claim. Next, craft an opposing claim or counterclaim. Record evidence for the counterclaim on the tool. Then, use this information to evaluate the strength of your original claim.

Original claim:	Counterclaim:
	Evidence (ref.):
	Evidence (ref.):
Evaluation of the original claim:	

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Model Forming Counterclaims Tool

Name:		Class :		Date :	
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Directions: Use this tool to develop counterclaims for your comprehensive claims. Write down your original claim. Next, craft an opposing claim or counterclaim. Record evidence for the counterclaim on the tool. Then, use this information to evaluate the strength of your original claim.

Original claim: Developing nations can become more prosperous by providing quality education and technology to all citizens.	Counterclaim: Some countries are too poor to build and maintain solid educational and technological infrastructure, so these human capital investments cannot be made a priority.
	Evidence (ref. 9): “[D]ozens of heavily indebted poor and middle-income countries are forced by creditor governments to spend large parts of their limited tax receipts on debt service, undermining their ability to finance investments in human capital and infrastructure.” (p. 35)
	Evidence (ref. 9): Developing nations cannot create an infrastructure for education and technology. Some countries are stuck in “a poverty trap, with local and national economies too poor to make the needed investments” (p. 29).
Evaluation of the original claim: After reviewing the evidence for the counterclaim and looking at my original claim, I believe that my original claim is still strong. Although it is true that countries may consider themselves too poor to make human capital investment a priority, long-term action is needed to break the cycle. Basic necessities are important in addressing the poverty problem in developing nations but only as a short-term solution. As I discovered in my research, investments in human capital, through technology and education, can stimulate a long-term cycle of growth and development that will lead to sustainable economic growth.	

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