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| 12.3.2 | Lesson 2 |

# Introduction

In this lesson, students continue to plan for their research-based argument papers by completing the outline they began in 12.3.2 Lesson 1. Using their outlines, students develop a counterclaim in opposition to their central claim developed in 12.3.2 Lesson 1. Students then address the strengths and limitations of the counterclaim. Student learning is assessed via a Quick Write at the end of the lesson: Explain your counterclaim and two pieces of relevant evidence for that counterclaim. Additionally, explain the strengths and limitations of your counterclaim.

For homework, students search for another source to gather stronger or more relevant evidence for a counterclaim on their outline, and provide reasoning that explains how this evidence supports their counterclaim. Students then record their evidence and reasoning on the Additional Evidence Tool.

# Standards

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| Assessed Standard(s) | |
| W.11-12.5 | 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.11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| 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.   1. 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. |
| 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. |

# 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.   * Explain your counterclaim and two pieces of relevant evidence for that counterclaim. Additionally, explain the strengths and limitations of your counterclaim. * This Quick Write will be assessed using theW.11-12.1.b portion of the 12.3.2 Rubric. |
| High Performance Response(s) |
| A High Performance Response should:   * Identify a counterclaim (e.g., Some scholars and policymakers argue that although education and technology are important in the development of a more robust economy, they are not the most important pieces in this complicated puzzle. After all, in order for nations to make these types of investments in the first place, there must be some amount of foundational stability and reliable governance.). * Identify two pieces of relevant evidence for the counterclaim (e.g., Some countries are stuck in “a poverty trap, with local and national economies too poor to make the needed investments” (Sachs et al. 29). This piece of evidence supports the counterclaim because if a country is too poor to build and maintain solid educational and technological infrastructure, these items cannot be made a priority in economic development. Also, in rural, impoverished areas, “[c]hildren are ‘economic assets’ on the farm, and many of them, especially girls, do not attend school because they are home performing household work” (Sachs et al. 32). This evidence also supports the counterclaim because it demonstrates that education may not be a profitable investment when children are needed to work at home, so countries are forced to prioritize work over education.). * Explain the strengths and limitations of the counterclaim (e.g., This counterclaim does not acknowledge the importance of education in creating foundational stability and reliable governance. A nation cannot institute a reliable government if there is not an informed and educated populace to comprise and hold that government accountable.). |

# Vocabulary

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| 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.\* |

\*Students should incorporate relevant academic and/or domain-specific vocabulary from 12.3.1 into their research-based argument papers.

# Lesson Agenda/Overview

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| Student-Facing Agenda | % of Lesson |
| **Standards:**   * Standards: W.11-12.5, W.11-12.9, W.11-12.1.b, W.11-12.7 |  |
| **Learning Sequence:**   1. Introduction of Lesson Agenda 2. Homework Accountability 3. Developing Counterclaims 4. Strengths and Limitations 5. Outline 6. Quick Write 7. Closing | 1. 5% 2. 10% 3. 20% 4. 30% 5. 20% 6. 10% 7. 5% |

# Materials

* Student copies of the Additional Evidence Tool (refer to 12.3.2 Lesson 1)—students may need additional blank copies
* Student copies of the Outline Tool (refer to 12.3.2 Lesson 1) (optional)—students may need additional blank copies
* Student copies of the Evidence-Based Claims Criteria Checklist (refer to 12.3.1 Lesson 23) (optional)
* Student copies of the 12.3.2 Rubric and Checklist (refer to 12.3.2 Lesson 1)

# Learning Sequence

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| 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.** |
| *Italicized text indicates a vocabulary word.* |
| ⏵ | 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.11-12.5 and W.11-12.9. Explain that in this lesson, students develop counterclaims and integrate additional evidence and reasoning into their outlines from the previous lesson.

* Students look at the agenda.

Activity 2: Homework Accountability 10%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Search for another source to gather stronger or more relevant evidence for a supporting claim on your outline, and provide reasoning that explains how this evidence supports the claim. Record the evidence and reasoning on the Additional Evidence Tool. Be sure to use your Organizing Evidence-Based Claims Tool to support the analysis.) Instruct students to talk in pairs and discuss the resource and evidence they found and recorded on the Additional Evidence Tool.

* Student responses vary according to the research conducted.
* Consider posting the Model Additional Evidence Tool as a reminder of an exemplary response.

Instruct students to talk in pairs and discuss how they intend to organize their essays, as well as how they organized their supporting claims, evidence, and reasoning on their outlines.

* Student responses vary according to the research conducted.

Activity 3: Developing Counterclaims 20%

Explain to students that in this lesson, they develop both a counterclaim to their central claim and supporting claims for the counterclaim.

* Students follow along.
* Remind students that they developed counterclaims in 12.3.1 Lesson 24. Consider reviewing standard W.11-12.1.b about the development of claims and counterclaims, and using the Forming Counterclaims Tool from 12.3.1 Lesson 24 to support student learning in this lesson.

Explain to students that in order to present a balanced perspective in the research-based argument paper, it is necessary to develop a counterclaim to an existing central claim. Incorporating a strong counterclaim in the research-based argument paper demonstrates to the audience that the writer has addressed opposing or divergent perspectives.

Display the following example of a central claim and a counterclaim.

* **Central claim**: The most effective way for developing nations to become more prosperous is by investing in human capital, providing quality education and technology to all citizens, regardless of gender or race.
* **Counterclaim**: Some scholars and policymakers argue that although education and technology are important in the development of a more robust economy, they are not the most important pieces in this complicated puzzle. After all, in order for nations to make these types of investments in the first place, there must be some amount of foundational stability and reliable governance.

Instruct students to briefly Turn-and-Talk in pairs to discuss the following question about the relationship between the claim and counterclaim.

How does the counterclaim refute the central claim?

* The counterclaim suggests that some critics believe that the most important aspect of developing a robust economy is establishing foundational infrastructure. These critics argue that before education and technology are implemented, there must be a foundational amount of wealth and reliable government.

Lead a brief whole-class discussion of student responses.

Instruct students to form pairs to review their central claims on the outline and form a counterclaim to their central claim. Remind students to refer to their research materials if necessary. Remind students that if they have several counterclaims to consider, they should think about which counterclaim would provide a more interesting or compelling exploration of the issue.

* Student pairs review their research materials and develop counterclaims on their outlines.
* Student responses vary based on their individual problem-based questions and research. See the Model Outline Tool for a potential counterclaim.
* **Differentiation Consideration**: Consider instructing students who began using the Outline Tool in 12.3.2 Lesson 1 that they may continue to use the tool in this lesson.

Explain to students that presenting a counterclaim fairly means developing supporting claims and providing evidence as they would when developing a central claim.

* Students listen.

Display the following supporting claims for students.

* **Model counterclaim**: Some scholars and policymakers argue that although education and technology are important in the development of a more robust economy, they are not the most important pieces in this complicated puzzle. After all, in order for nations to make these types of investments in the first place, there must be some amount of foundational stability and reliable governance.
* **Supporting counterclaim**: Others may argue that good health comes before education and technology. In order to invest in human capital through education and technology, humans themselves must be healthy.
* **Supporting counterclaim**: Economic development fails if a government cannot uphold its own rule of law or even begin to institute its ideal policies in the first place.
* **Supporting counterclaim**: It is impossible to educate everyone.

Ask student pairs to discuss the following question:

Which of the examples above best supports the counterclaim and why? Which example does not effectively support the counterclaim and why?

* Student responses may include:
  + The first supporting counterclaim is the strongest because it argues why education and technology cannot be a top priority; people must first be healthy before they are educated.
  + The second supporting counterclaim is strong because it relates directly to the counterclaim and supports it with logic: If there is no foundation, how can one begin to build?
  + The third supporting counterclaim does not follow the logic of the other two claims and there is no evidence to support it.
* **Differentiation Consideration**: If students require additional support with developing counterclaims, consider revisiting the focus excerpts of Jared Diamond’s *Guns, Germs, and Steel* in order to examine Diamond’s counterclaims. Students analyzed Diamond’s counterclaims in 12.3.1 Lesson 13.
* Consider instructing students to review their Evidence-Based Claims Criteria Checklist in order to provide more scaffolding to determine if the claim and counterclaim are well developed.

Remind students that in addition to their claims in support of the counterclaim, they should provide evidence from their research materials and demonstrate reasoning.

* Students follow along.

Activity 4: Strengths and Limitations 30%

Explain to students that as they develop the supporting claims for the counterclaim, they are deliberately questioning their original central claim. Inform students that it is important to question the argument’s central claim as rigorously as possible, pointing out the strengths of each counterclaim before highlighting the counterclaim’s limitations. Remind students that in doing so, they are strengthening their own argument by assuring the reader all other arguments have been considered and dismissed on the basis of their limitations.

* Consider reminding students of their work with identifying Diamond’s counterclaims and analyzing the counterclaims’ limitations in *Guns, Germs, and Steel* in 12.3.1 Lesson 13.

Post or project a model supporting counterclaim, evidence, and reasoning for the model counterclaim above:

* **Model supporting counterclaim**: Others may argue that good health comes before education and technology. In order to invest in human capital through education and technology, the humans themselves must be healthy.
* **Model supporting evidence**: In very poor countries, “[l]ife expectancy is less than 50 years (as opposed to 80 years in high-income countries), and child mortality is 100 per 1,000 live births or higher … Infectious diseases are rife” (Sachs et al. 33).
* **Reasoning connecting evidence to supporting counterclaim:** How can people begin to take advantage of a quality education system if they are suffering from disease? Investing in human capital through equal and affordable health care is more important or effective than education, insofar as able minds rely on able bodies.

Explain to students that an effective counterclaim requires supporting counterclaims and evidence to oppose the central claim effectively. Supporting counterclaims and relevant evidence bolsters the strength of the counterclaim, and ultimately the strength of the argument overall.

Ask students:

How does the model supporting counterclaim demonstrate the strength of the model counterclaim above?

* The supporting counterclaim strengthens the counterclaim by making a specific assertion, that health care should take priority over education and technology because it is difficult to educate an ailing and diseased population with a short lifespan.

Remind students that while a counterclaim may have strong supporting counterclaims and the evidence may be sound, there may be also be limitations, or points the author does not consider or does not develop fully or effectively. Explain to students that pointing out these flaws or weaknesses in a counterclaim creates an opportunity for the writer to reassert the strength of the argument’s central and supporting claims, thereby advancing the argument.

* Remind students they were introduced to *limitations* in 12.3.1 Lesson 13.

Ask students:

What is a potential limitation of the model supporting counterclaim?

* A limitation of this perspective is that it does not take into account the interrelatedness of health care and education. Investing in education leads a greater number of professionals to develop and facilitate advanced health care to the population, which in turn yields healthier citizens who may participate in education and contribute to the economic health of the nation.

Explain to students that it is important to include their analysis of the strengths and limitations of the counterclaim in their outlines so they can easily integrate it into the paper in subsequent lessons.

* Students listen and follow along.

Activity 5: Outline 20%

Instruct students to work individually to organize the claims and evidence in their outlines, using a method that makes sense to them. Remind students that everyone has a slightly different method for outlining their paper and organizing their thoughts, but everyone should apply all the elements discussed in today’s lesson: counterclaims, supporting claims, and the strengths and limitations of each. Remind students that they worked to develop central and supporting claims in the previous lesson, and they should now work on outlining their counterclaims, evidence, and reasoning.

* Consider reminding students of the research writing skills inherent in W.11-12.7, which include conducting short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrowing or broaden the inquiry when appropriate; synthesizing multiple sources on the subject, and demonstrating understanding of the subject under investigation.
* Students independently work to add counterclaims, supporting claims, evidence, and the strengths and limitations of the claims to their outlines.

Activity 6: Quick Write 10%

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

**Explain your counterclaim and two pieces of relevant evidence for that counterclaim. Additionally, explain the strengths and limitations of your counterclaim.**

Instruct students to follow their outlines to develop their written responses. Remind students to use the W.11-12.1.b portion of the 12.3.2 Rubric and Checklist to guide their written responses. Remind students to practice the skills outlined in W.11-12.4, which include producing clear, coherent writing that employs organization and style appropriate to the task, purpose, and audience, and to which they were introduced in Module 12.1.

* 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 their outline and the W.11.12.1.b portion of the 12.3.2 Rubric and Checklist to guide their responses.
* See the High Performance Response at the beginning of this lesson.

Activity 7: 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 counterclaim on their outline, and provide reasoning that explains how this evidence supports their counterclaim. Instruct students to then record their evidence and reasoning on the Additional Evidence Tool.

* Students follow along.

# Homework

Search for another source to gather stronger or more relevant evidence for a counterclaim on your outline, and provide reasoning that explains how this evidence supports your counterclaim. Record the evidence and reasoning on the Additional Evidence Tool.

Model Outline Tool

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| **Name:** |  | **Class:** |  | **Date:** |  |

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| **Directions:** Organize your claims below. State the connection of each supporting claim to the central claim, and then provide sufficient and relevant evidence and reasoning to support each claim. Finally, provide a strong counterclaim that challenges your central claim. Include supporting claims, evidence, and limitations of the counterclaim. |

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| [Introduction]  **Problem-based question:** What is the most effective way for a developing nation to increase its economic prosperity?  **Central claim:** The most effective way for developing nations to become more prosperous is by investing in human capital, providing quality education and technology to all citizens, regardless of gender or race. | | |
| [Body]  **Supporting** **claim**: For developing nations to prosper, men and women of all races must have equal access to quality education. | | |
| **Connection of supporting claim to the central claim:** This supporting claim highlights the value of equal access to education for all members of a developing nation. | | |
| **Evidence:** “[B]etter-educated women can undertake higher-value economic activity.” (Ward et al. viii)  “With the exceptions of resource-rich Oman, Bahrain and Saudi Arabia, no country has achieved both GDP per capita of over $10,000 and a ratio of girls to boys in primary education of less than 90 per cent.” (Ward et al. viii) | **Reasoning:** *How does the evidence support your claim?*  This evidence supports the claim by providing a logical reason why education would support economic prosperity (higher-value activity), and also providing a statistic linking education and economic prosperity in the vast majority of countries. | |
| **Supporting claim**: Equal access to quality education results in wealth not only for countries as a whole, but also for the individuals who live in these countries. | | |
| **Connection of supporting claim to central claim:** This supporting claim highlights the connection between education and individual economic growth, which in turn supports national economic growth. | | |
| **Evidence:** “Product markets are more competitive if all would-be entrepreneurs can use their talents.” (Ward et al. ix)  “A more productive workforce, through greater equality in employment and education, increases expected rates of return, which in turn generates a modest increase investment and promotes growth.” (Ward et al. ix) | | **Reasoning:** *How does the evidence support your claim?*  Education creates a positive feedback loop; people become educated, refine their talents, compete with one another, attract investors, increase domestic prosperity, create more wealth at the individual level, become educated potential investors themselves, and in turn incentivize education and the development of talent to perpetuate the cycle. |
| **Supporting claim:**  A developing nation must also seek out communication to foster productive competition within the nation, and technology plays a vital role; in order for communication to take place on a larger scale and contribute to economic growth, all citizens must have access to technology. | | |
| **Connection of supporting claim to central claim:**  This supporting claim highlights the importance of technology for all citizens in order for national economic growth to occur. | | |
| **Evidence**: “[D]eploying broadband networks at the community and municipal levels has become an important factor in allowing local businesses to grow and remain competitive.” (Qiang et al. 38)  Broadband Internet access has also helped individual workers in developing nations “acquire skills (increasing their marketability as workers) and develop social networks through broadband-enabled Web applications, facilitating peer-to-peer communities and their integration with the economy” (Qiang et al. 36). | | **Reasoning:** *How does the evidence support your claim?*  This evidence supports the claim by pointing to the direct benefits of broadband Internet access deployed throughout developing nations and the positive economic implications. |
| **Counterclaim (to the central claim):**  Some scholars and policymakers argue that although education and technology are important in the development of a more robust economy, they are not the most important pieces in this complicated puzzle. Economic development fails if a government cannot uphold its own rule of law or even begin to institute its ideal policies in the first place. | | |
| **Supporting claim (for the counterclaim):**  If there is no foundation for equality in the first place, such as a constitution declaring all citizens equal and a legal infrastructure to uphold that law, all the benefits of instituting education and technology will be limited to the privileged and ultimately remain ineffective on a large economic scale. | | |
| **Evidence:** “In many places, access to public goods and services is restricted for certain groups. Minority groups, for their language, religion, or race, suffer discrimination at the hands of more powerful groups.” (Sachs et al. 31) | | **Reasoning:** *How does this evidence support the counterclaim?*  If access to public goods is still restricted for certain groups, investing in education and technology will only be investing more in the rich majority. |
| **Supporting claim (for the counterclaim):**  Without proper governance, legal infrastructure, a baseline amount of wealth, and basic health care needs met, a suffering population will not benefit from the luxuries of the classroom or technology. | | |
| **Evidence:** To end this poverty trap, a country must “raise the economy’s capital stock—in infrastructure, human capital, and public administration—to the point where the downward spiral ends and self-sustaining economic growth takes over. This requires a ‘big push’ of basic investments … in key infrastructure (roads, electricity, ports, water and sanitation, accessible land for affordable housing, environmental management), human capital (nutrition, disease control …) and public administration” (Sachs et al. 39). | | **Reasoning:** *How does this evidence support the counterclaim?*  These basic investments—that is, key infrastructure and sanitation, accessible land for affordable housing, human capital, and public administration—take precedence over education and technology. |
| **Limitation of the counterclaim:**  Basic necessities and government infrastructure are important for economic development, but they are not the primary foundational elements of a long-term solution. Education is necessary for an educated citizenry, which gives birth to and sustains reliable governance. Reliable and strong government infrastructure cannot be supplied from outside the country. Also, a country needs technology in order to deliver basic necessities like clean water. To sustain an infrastructure that delivers basic necessities, a population must be educated. | | |
| [Conclusion]  **Restate central claim:**  The future wellbeing of developing nations depends on investment in human capital. When everyone has equal access to quality education and technology, skilled workers will thrive at their fullest, and economies will grow. | | |

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Model Additional Evidence Tool

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| **Name:** |  | **Class:** |  | **Date:** |  |

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| **Directions:** Choose one supporting claim from your Outline Tool that requires stronger or more relevant evidence. Record the source, the new evidence, and why the evidence provides additional support for your claim. |

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| **Claim**: Health care is most important for developing nations. In order to invest in human capital through education and technology, the humans themselves must be healthy. | |
| **Source:** Sachs et al. | |
| **Evidence:** In very poor countries, “[l]ife expectancy is less than 50 years (as opposed to 80 years in high-income countries), and child mortality is 100 per 1,000 live births or higher… Infectious diseases are rife” (Sachs et al. 33). | **Reasoning:** *How does the evidence provide additional support for your claim?*  How can people begin to take advantage of a quality education system if they are suffering from disease? This line of reasoning leads one to the conclusion that investing in human capital through equal and affordable health care is more important or effective than education, insofar as able minds rely on able bodies. |

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