

## PART 3

# ORGANIZING EVIDENCE-BASED CLAIMS

## "hell of a fine lion"

### OBJECTIVE:

Students expand their ability into organizing evidence to develop and explain claims through a close reading of the text.



## ACTIVITIES

### 1- INDEPENDENT READING AND FORMING EBCs

Students independently read part of the text and use the Forming EBC Tool to make an evidence-based claim.

### 2- READ ALOUD AND CLASS DISCUSSION

Students follow along as they listen to part of the text being read aloud and discuss a series of text-dependent questions.

### 3- MODEL ORGANIZING EBCs

The teacher models organizing evidence to develop and explain claims using student evidence-based claims and the Organizing EBC Tool.

### 4- ORGANIZING EBCs IN PAIRS

In pairs, students develop a claim with multiple points using the Organizing EBC Tool.

### 5- CLASS DISCUSSION OF STUDENT EBCs

The class discusses the evidence-based claims developed by student pairs.

**ESTIMATED TIME:** 1-3 days

### MATERIALS:

Organizing EBC Tool  
Forming EBC Tool  
Forming EBC Lit Handout  
EBC Criteria Checklist I



## ALIGNMENT TO CCSS

### TARGETED STANDARD(S): RI.9-10.1

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### SUPPORTING STANDARD(S): RL.9-10.3 RL.9-10.5 RL.6 SL.9-10.1

RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.6: Assess how point of view or purpose shapes the content and style of a text.

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## ≡ ACTIVITY 1: INDEPENDENT READING AND ≡ FORMING EBCs

Students independently read part of the text and use the Forming EBC Tool to make an evidence-based claim. Students also annotate the text when the reported thoughts and feelings shift among the characters.

### INSTRUCTIONAL NOTES

Students independently work on pages 11-21 "No one had said anything more until they were back at camp."

Depending on scheduling and student ability, students can be assigned to read and complete the tool for homework. Teachers should decide what works best for their students. It's essential that students have an opportunity to read the

text independently. All students must develop the habit of perseverance in reading. Assigning the reading as homework potentially gives them more time with the text. Either way, it might be a good idea to provide some time at the beginning of class for students to read quietly by themselves. This ensures that all students have had at least some independent reading time.

## ≡ ACTIVITY 2: READ ALOUD AND CLASS ≡ DISCUSSION

Students follow along as they listen to part of the text being read aloud and discuss a series of text-dependent questions.

### INSTRUCTIONAL NOTES

Work through pages 11-21 "No one had said anything more until they were back at camp," reading aloud and stopping for discussion based on questions and claims. This is a lengthy section describing the flashback of the lion hunt and should be thought of as a whole, but given its length, should take a few days to get through. It's important to move slowly to ensure all students have gained basic comprehension and have practiced making and organizing claims. A good possible stopping point in the section is at page 16 "Yes, Bwana." after the initial shooting and before the lion charge.

*How does the shift in perspective of narration in this section relate to the sequence of action?*

Some students will be able to identify this section as a "flashback." Before discussing perspective, probe the impact of Hemingway's use of flashback, connecting this discussion to the earlier one on *in media res*. Explore how the knowledge we already have of the characters and the meaning the "lion business" had for them affects our experience of the narration of the hunt. How would we experience the lion differently if we hadn't been introduced to the characters at lunch?

Some students will have identified (and annotated) the shift to Macomber as the dominant organizing perspective of narration for this flashback. Students can explore the relationship between perspective and action by analyzing the impact of experiencing the hunt through Macomber has on the story in general. Discuss how this emphasizes what the hunt and his failure means for Macomber over the other characters. How would the

## ≡ ACTIVITY 2: READ ALOUD AND CLASS ≡ DISCUSSION


### INSTRUCTIONAL NOTES

story be different if we experienced this re-telling largely through Wilson's perspective? Highlight too, how close to reality the situation of the flashback in the story is--how anyone who this had happened to would be lying in bed late that night recounting the events, dealing with new-found fear and cowardice. Later on in the unit, students can reflect on the fact that while Macomber is thinking about the incident, Margaret and Wilson are acting out part of its consequences.

*How does the shift to the lion's perspective during points in the hunt impact the characterization of Macomber?*

Before asking this question, see if students have identified when the perspective shifts to the lion. First discuss the impact that seeing and feeling the lion's perspective had on the students' experience with the story. Then discuss how Hemingway's choice affects the characterization of Macomber. What comparisons are established between the two through the re-telling of their experiences of the same event? Have students cite specific evidence in discussion. For example: "The lion still stood looking majestically and coolly toward this object" vs. "He only knew that his hands were shaking and as he walked away from the car it was almost impossible for him to make his legs move. They were stiff in the thighs, but he could feel the muscles fluttering."

*How does Hemingway show Wilson's perspective in this section? Are there any moments when his thoughts are reported? How does Hemingway develop Wilson's character in this section?*



This is a good section to explore various ways of characterization. The perspective and primary methods of characterization are reversed now from the previous section. Whereas at first we learned about Wilson from his reported thoughts and Macomber from his words and actions, now it is the opposite. Discuss the impact of that shift, drawing out how Wilson as an experienced hunter demonstrates his character through his actions here. What is he doing and saying throughout the hunt? Focus on specific actions and words of Wilson that develop his character. A good sequence to focus on might be Macomber's initial questioning about the distance from which he should shoot at the lion. We do not have access to Wilson's thoughts, but we do read, "Wilson looked at him quickly." on page 12. What does that quick look suggest of Wilson's assessment of Macomber? This quick look can eventually be connected to the one line in this section when Wilson's thoughts and feelings are reported on page 17: "Robert Wilson, whose entire occupation had been with the lion and the problem he presented, and who had not been thinking about Macomber except to note that he was rather windy, suddenly felt as though he had opened the wrong door in a hotel and seen something shameful." These lines are fruitful to explore in several ways. What does the image mean? What do the lines tell us about Macomber, Wilson, and Wilson's image of Macomber? What impact does reporting these thoughts and feelings of Wilson, and only these during this section have? Incidentally, if students have identified this shift in perspective in their annotations, they should be celebrated and "carried around the [room] in triumph on the arms and shoulders" of the teacher and their fellow students.



## ACTIVITY 3: MODEL ORGANIZING EBCs

The teacher models organizing evidence to develop and explain claims using student evidence-based claims and the Organizing EBC Tool.

### INSTRUCTIONAL NOTES

The central focus of Part 3 is learning the thinking processes associated with developing an evidence-based claim: reflecting on how one has arrived at the claim; breaking the claim into parts; organizing supporting evidence in a logical sequence; anticipating what an audience will need to know in order to understand the claim; and, eventually, planning a line of reasoning that will substantiate the claim. This is a complex set of cognitive skills, challenging for most students, but essential so that students can move from the close reading process of arriving at a claim (Parts 1-2 of the unit) to the purposeful writing process of explaining and substantiating that claim (Parts 4-5).

How a reader develops and organizes a claim is dependent upon the nature of the claim itself – and the nature of the text (or texts) from which it arises. In some cases – simple claims involving literal interpretation of the text – indicating where the claim comes from in the text and explaining how the reader arrived at it is sufficient. This suggests a more straightforward, explanatory organization. More complex claims, however, often involve multiple parts, points, or premises, each of which needs to be explained and developed, then linked in a logical order into a coherent development.

Students only learn how to develop and organize a claim through practice, ideally moving over time from simpler claims and more familiar organizational patterns to more complex claims and organizations.

Students can be helped in learning how to develop a claim by using a set of developmental guiding questions such as the following: [Note: the first few questions might be used with younger or less experienced readers, the latter questions with students who are developing more sophisticated claims.]

- What do I mean when I state this claim? What am I trying to communicate?
- How did I arrive at this claim? Can I “tell the story” of how I moved as a reader from the literal details of the text to a supported claim about the text?
- Can I point to the specific words and sentences in the text from which the claim arises?
- What do I need to explain so that an audience can understand what I mean and where my claim comes from?
- What evidence (quotations) might I use to illustrate my claim? In what order?
- If my claim contains several parts (or premises), how can I break it down, organize the parts, and organize the evidence that goes with them?
- If my claim involves a comparison or a relationship, how might I present, clarify, and organize my discussion of the relationship between parts or texts?

## ≡ ACTIVITY 3: ≡ MODEL ORGANIZING EBCs (CONT'D)

### INSTRUCTIONAL NOTES

Students who are learning how to develop a claim, at any level, can benefit from graphic organizers or instructional scaffolding that helps them work out, organize, and record their thinking. While such models or templates should not be presented formulaically as a “how to” for developing a claim, they can be used to support the learning process. The Organizing EBC Tool can be used to provide some structure for student planning – or you can substitute another model or graphic organizer that fits well with the text, the types of claims being developed, and the needs of the students.

Begin by orienting students to the new tool and the idea of breaking down a claim into parts and organizing the evidence accordingly.

Ask for a volunteer to present his or her claim and supporting evidence. Use the example as a basis for a discussion. Based on the flow of discussion, bring in other volunteers to present their claims and evidence to build and help clarify the points. Work with students to hone and develop a claim. As a class, express the organized claim in the Organizing EBC Tool. The provided teacher version is one possible way a claim could be expressed and organized.

## ≡ ACTIVITY 4: ORGANIZING EBCs IN PAIRS

In pairs, students develop and organize a claim using the Organizing EBC Tool.

### INSTRUCTIONAL NOTES

When the class has reached a solid expression of an organized evidence-based claim, have students work in pairs, using the tool to develop and organize another claim.

You might want to give students some general guidance by directing their focus to a specific section of the text.

## ≡ ACTIVITY 5: CLASS DISCUSSION OF ≡ STUDENT EBCs

After students have finished their work in pairs, regroup for a class discussion about their EBCs.

### INSTRUCTIONAL NOTES

Have pairs volunteer to present their claims and evidence to the rest of the class. Discuss the evidence and organization, evaluating how each piece supports and develops the claims. Repeat the process from activity two, using

student work to explain how evidence is organized to develop aspects of claims. The teacher version of the Organizing EBC Tool is one possible way a claim could be expressed and organized.

## ≡ INDEPENDENT READING ACTIVITY

Students read pages 21 to the end and use the Forming EBC Tool to make any claim and support it with evidence. This activity overlaps with the first activity of Part 4 and can be given as homework or done at the beginning of the next class.

## ≡ ASSESSMENT OPPORTUNITIES

Students are now beginning to develop more complex claims about challenging portions of the text. Their Forming EBC Tool should demonstrate a solid grasp of the claim-evidence relationship, but do not expect precision in the wording of their claims. Using the Organizing EBC Tool will help them clarify their claims as they break them into parts and organize their evidence. How they have transferred their information will demonstrate their grasp of the concept of organizing. Their second Organizing EBC Tool should show progress in all dimensions including the clarity of the claim and the selection and organization of evidence. Use the EBC Criteria Checklist I to structure the evaluation and feedback to students.