ORGANIZING AN EVIDENCE-BASED ARGUMENT

"There's no doubt that al Qaeda will continue to pursue attacks against us. We must -- and we will -- remain vigilant at home and abroad."

OBJECTIVE:	Students establish and sequence evidence-based claims as premises for a coherent, logical argument around a position related to the unit's issue.

ACTIVITIES

MATERIALS:
Forming EBC Tool
Organizing EBC Tool
Delineating Arguments Tool
TCD Checklist
EBA Terms

1- IDENTIFYING SUPPORTING EVIDENCE
Students review their notes, tools, and previously written claims to determine what they will use as evidence to develop and support their position.

2- DETERMINING A LOGICAL APPROACH
The teacher explains various logical models for building an argument, and students determine which approach best fits their position and the argument they intend to write.

3- DEVELOPING AND SEQUENCING CLAIMS AS PREMISES OF THE ARGUMENT
Students review the claims they have previously written (and potentially develop new claims) to determine how they will use them as premises to develop their argument. Students determine a potential sequence for their premises and plan a chain of reasoning for their argument.

4- ORGANIZING EVIDENCE TO SUPPORT CLAIMS
Students list and sequence their claims/premises and then organize and cite sources for the evidence they will use to explain and support each of their premises.

5- REVIEWING A PLAN FOR WRITING AN ARGUMENT
Students review and revise their plans to ensure that they are clear, relevant, coherent, strategically sequenced, well-reasoned, and sufficiently supported by evidence.

ALIGNMENT TO CCSS

TARGETED STANDARDS:
W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.5: 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.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SUPPORTING STANDARDS:
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.
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: IDENTIFYING SUPPORTING EVIDENCE

Students review their notes, tools, and previously written claims to determine what they will use as evidence to develop and support their position.

INSTRUCTIONAL NOTES

Having established their perspectives and positions related to the issue, students now inventory what they have learned and what they can use to establish, develop, and support their positions.

- Students gather all their previous reading notes, tools, and short writing pieces for review (NOTE: If students have previously maintained a working file or portfolio, this will be much easier.)

- Students review their notes and materials, sorting out what is relevant to their position and what is not.

- Students determine if what they have is sufficient, or if they need to do any additional reading or research.

≡ ACTIVITY 2: DETERMINING A LOGICAL APPROACH

The teacher reviews various logical models for building an argument, and students determine which approach best fits their position and the argument they intend to write.

INSTRUCTIONAL NOTES

Present to students, through explanation and examples, an overview of the various ways that arguments can be constructed and organized, referring back to texts read in the unit and/or bringing in additional examples. (NOTE: The range and sophistication of models presented will depend on the age and readiness of students.)

- Teachers might use the Delineating Arguments tool to help explain the various argumentative models and structures authors employ to strengthen their arguments.

- In Part 2, students have discussed and written claims and paragraphs comparing the perspectives and elements of two or more arguments they have analyzed. Students might return to these samples to see how the arguments might serve as a model for their own writing.

- Based on what they now understand about logical approaches and lines of reasoning, students initially determine how they want to approach the organization of their own argument, based both on its nature and their own processes of thinking and writing.

ACTIVITY 3: DEVELOPING AND SEQUENCING CLAIMS AS PREMISES OF THE ARGUMENT

Students review the claims they have previously written (and potentially develop new claims) to determine how they will use them as premises to develop their position. Students determine a potential sequence for their premises and plan a chain of reasoning for their argument.

INSTRUCTIONAL NOTES

- Review with students that premises are a series of claims that need to be backed up by evidence and that lead to the position. Claims become premises in the context of developing an argument, that defend/support/prove a position.

- Students return to and review the claims they have written in the unit, thinking about their relationship to their emerging plan for their argument. Students determine what they can use and how they will adapt each written claim so that it fits coherently into their argument.

- Through review and discussion in reading teams, students determine what they still need to establish in order to develop and prove their argument. Based on peer feedback, they identify additional claims they will need to write, and evidence they will use to support those claims.

- Based on their logical approach and line of reasoning, students organize their claims into a tentative sequence of premises for their argument and record them on an Organizing Evidence-Based Argument tool or a Delineating Arguments tool.

ACTIVITY 4: ORGANIZING EVIDENCE TO SUPPORT CLAIMS

Students list and sequence their claims/premises and then organize and cite sources for the evidence they will use to explain and support each of their premises.

INSTRUCTIONAL NOTES

- Model the use of an *Organizing Evidence-Based Argument* tool or a *Delineating Arguments* tool for a teacher-developed argument related to the unit's issue or problem.

- In reading teams, have students identify evidence that might be used to support the teacher-developed argument and its claims.

- Students individually organize evidence and cite sources on an *Organizing Evidence-Based Argument* tool or a *Delineating Arguments* tool for each of the premises (claims) they will use in their argument.

- Students determine patterns in their evidence and categorize them under their chosen premises, or create new premises to account for evidence.

ACTIVITY 5: REVIEWING A PLAN FOR WRITING AN ARGUMENT

Students review and revise their plans to ensure that they are clear, relevant, coherent, strategically sequenced, well-reasoned, and sufficiently supported by evidence.

INSTRUCTIONAL NOTES

- In reading teams, students individually "talk through" their organizational plans, using specific vocabulary and their *Organizing Evidence-Based Argument* tool or *Delineating Arguments* tool to explain:

  ◊ Their statement of the issue;

  ◊ Their chosen perspective and position;

  ◊ Their logical approach and line of reasoning;

  ◊ Each of their premises (by reading their claim statements); and

  ◊ The evidence they will use to support their claims and substantiate their argument.

- Students use the *Evidence-Based Arguments Checklist* to discuss and peer review each other's organizational plans. Students should focus on the following criteria:

- "Clarity and Relevance" under section I (Content and Analysis)

- "Reasoning" and "Use of Evidence" under section II (Evidence and Reasoning)

- "Relationships Among Parts" criteria under section III (Coherence and Organization).

- Students adjust, revise, or further develop their plans based on criterion-based peer feedback and self-reflection.

ASSESSMENT OPPORTUNITIES

Students submit their *Organizing Evidence-Based Argument* tools or *Delineating Arguments* tools to the teacher for formative assessment and criterion-based review and feedback before beginning to write their final arguments in Part 5.

As a formative assessment of the discussions in Part 4, students complete two *TCD Checklists*, one that rates their team's overall performance and one that represents a self-assessment of their own participation.