



## ACTIVITY 4: MODEL FORMING EBCs

### INSTRUCTIONAL NOTES

Based on the class discussion of the text, the teacher models a critical reading and thinking process for forming EBCs: from comprehension of textual details that stand out, to an inference that arises from examining the details, to a basic EBC that is supported by specific references back to the text.

Once the class has reached an understanding of the text, use the Forming EBC Handout to introduce a three-step process for making a claim that arises from the text.

Exemplify the process by making a claim with the Forming EBC Tool. The tool is organized so that students first take note of “interesting” details that they also see as “related” to each other. The second section asks them to think about and explain a connection they have made among those details.

Such “text-to-text” connections should be distinguished from “text-to-self” connections readers make between what they have read and their own experiences. These “text-to-text” connections can then lead them to a “claim” they can make and record in the third section of the tool – a conclusion they have drawn about the text that can be referenced

back to textual details and text-to-text connections. Have students follow along as you talk through the process with your claim.

To provide structured practice for the first two steps, you might give students a textual detail on a blank tool. In pairs, have students use the tool to find other details/quotations that could be related to the one you have provided, and then make/explain connections among those details. Use the EBC Checklist 1 to discuss the claim, asking students to explain how it meets (or doesn't yet meet) the criteria.

[Note: Here and throughout the entire unit, you are encouraged to develop claims based on your own analysis and class discussion. The provided models are possibilities meant more to illustrate the process than to shape textual analysis. Instruction will be most effective if the claims used in modeling flow naturally from the textual ideas and details you and the students find significant and interesting. Also, while the tools have three or four places for supporting evidence, students should know that not all claims require three pieces of evidence. Places on the tools can be left blank.]



## INDEPENDENT READING ACTIVITY

Students read paragraphs 2-4 of W.E.B. Du Bois' "The Souls of Black Folk" and use the Making EBC Tool to find evidence to support the teacher-provided claim. This activity overlaps with the first activity of Part 2 and can be given as homework or done at the beginning of the next class.



## ASSESSMENT OPPORTUNITIES

The Forming EBC Tool should be evaluated to get an initial assessment of students' grasp of the relationship between claims and textual evidence. Even though the work was done together with the class, filling in the tool helps them get a sense of the critical reading and thinking process and the relationships among the ideas. Also make sure that students are developing the habit of using quotation marks and recording the reference.

## PART 2

# MAKING EVIDENCE-BASED CLAIMS

## “Experiencing Twoness”

### OBJECTIVE:

Students develop the ability to make evidence-based claims through a close reading of the text.



## ACTIVITIES

### 1- INDEPENDENT READING AND FINDING SUPPORTING EVIDENCE

Students independently read part of the text and use the Making EBC Tool to look for evidence to support a claim made by the teacher.

### 2- READ ALOUD AND CLASS DISCUSSION

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

### 3- FIND SUPPORTING EVIDENCE IN PAIRS

In pairs, students use the Making EBC Tool to look for evidence to support additional claims about the text made by the teacher.

### 4- CLASS DISCUSSION OF EBCs

The class discusses evidence in support of claims found by student pairs.

### 5- FORMING EBCs IN PAIRS

In pairs, students use the Forming EBC Tool to make an evidence-based claim of their own and present it to the class.

**ESTIMATED TIME:** 1-3 days

### MATERIALS:

Making EBC Tool  
Forming EBC Handout  
Forming EBC Tool  
EBC Criteria Checklist I  
TCD Checklist



## ALIGNMENT TO CCSS

### TARGETED STANDARD(S): RI.11-12.1

RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

### SUPPORTING STANDARD(S): RI.11-12.2 RI.11-12.3 RI.11-12.9 SL.11-12.1

RI.11-12.2 : Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.9 : Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

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 grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

## ≡ ACTIVITY 1: INDEPENDENT READING AND ≡ FINDING SUPPORTING EVIDENCE

Students independently read part of the text and use the Making EBC Tool to look for evidence to support a claim made by the teacher.

### INSTRUCTIONAL NOTES

Students independently work on paragraphs 2-4 of "The Souls of Black Folk". 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 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 the section quietly by themselves. This ensures that all students have had at least some independent reading time.

Also depending on scheduling and student ability, some students might choose (or be encouraged) to read ahead. Instructional focus should follow the pacing outlined in the activities, but students will only benefit from reading and re-reading the text throughout the duration of the unit.

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

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

### INSTRUCTIONAL NOTES



Students follow along as they listen to paragraphs 2-4 of "The Souls of Black Folk" being read aloud and discuss three text-dependent questions:

- 1- What metaphors does Du Bois use to describe the difference he feels between his world and the "other world?"
- 2- How did Du Bois' view of the "other world" change?
- 3- What is the double-consciousness that Du Bois describes?

Read the text aloud to the class while students follow along. Alternatively, students could be asked to read aloud to the class. Work through the text using the following three text-dependent questions.

## ≡ ACTIVITY 2: READ ALOUD AND ≡ CLASS DISCUSSION (CONT'D)

### INSTRUCTIONAL NOTES

1- What metaphors does Du Bois use to describe the difference he feels between his world and the “other world?”

In this section Du Bois uses a series of metaphors to give readers a sense of his experience being black: “a problem,” “a veil,” “a prison house” and “walls.” Have students find each one and discuss them as a class. Continually direct discussion back to the actual words of the text—how Du Bois elaborates each metaphor and the effects they have on the reader. This is a good opportunity to point out that literary devices, like metaphors, are used powerfully in nonfiction and well as fiction. Students may point to “double-consciousness” and “twoness” as metaphors. It’s ok to discuss them here, but you might want to reserve discussion of these concepts for question three.



2- How did Du Bois’ view of the “other world” change?

Du Bois describes his change of attitude powerfully and somewhat subtly. Moving to this question from the opening discussion of metaphors immerses students in Du Bois’ mastery of language. Initially Du Bois has “no desire to tear down that veil” and held all behind it in “common contempt.” He lived in his own “blue sky” that was bluest when he beat other children physically or at school tasks. Eventually, as he recognized the potential power of what lay on the other side of the veil, his “fine contempt began to fade.” Discuss the word “contempt” and how Du Bois works with different phrasings to describe his shift. Discuss, also, Du Bois’ odd and significant use of the phrase, “the words I longed for” to highlight what eventually drew him to confront the other side of the veil. Why “words?” How do “words” relate to his “wrest (ing)” of the prizes from the other world? It will be important to connect students back to this phrase in Part 3.

## ACTIVITY 2: READ ALOUD AND CLASS DISCUSSION (CONT'D)

### INSTRUCTIONAL NOTES



3- What is the double-consciousness that Du Bois describes?

After describing his experience with a series of metaphors, Du Bois moves to the idea of “double-consciousness” or “twoness”—a central concept of the entire text. Using the text, work with the students to clearly define what Du Bois means. Center discussion on paragraphs 3 and 4.

## ACTIVITY 3: FIND SUPPORTING EVIDENCE

In pairs, students use the Making EBC Tool to look for evidence to support additional claims about the text made by the teacher.

### INSTRUCTIONAL NOTES

Once the class has reached a solid understanding of the text, connect it to the skill of making claims and supporting them with evidence by presenting a few main claims. Pass out the tools and have students work in pairs to find evidence to support the claims.

Collect each student’s Making EBC Tool with the evidence they found for the first claim. These should be evaluated to get an assessment of where each student is in the skill development. Students should use their tools for their work in pairs—repeating the first claim and refining their evidence based on the read aloud and class discussion. Even though students are not finding the evidence independently, they should each fill in the tools to reinforce their acquisition of the logical structure among the ideas. Students should get into the habit of using quotation marks when recording direct quotes and including the line numbers of the evidence.

The instructional focus here is developing familiarity with claims about texts and the use of textual evidence to support them. Students should still not be expected to develop complete sentences to express supporting evidence. The pieces of evidence should be as focused as possible. The idea is for students to identify the precise points in the text that support the claim. This focus is lost if the pieces of evidence become too large. The tools are constructed to elicit a type of “pointing” at the evidence.

One approach for ensuring a close examination of claims and evidence is to provide erroneous claims that contradict textual evidence and ask students to find the places that disprove the claim. Students could then be asked to modify it to account for the evidence.



## ACTIVITY 4: CLASS DISCUSSION OF EBCs

The class discusses evidence in support of claims found by student pairs.

### INSTRUCTIONAL NOTES

After students have finished their work in pairs, regroup for a class discussion. Have pairs volunteer to present their evidence to the rest of the class. Discuss the evidence, evaluating how each piece supports the claims. Begin by modeling the evaluation, referring to the checklist, and then call on students to evaluate the evidence shared by the other pairs.

They can offer their own evidence to expand the discussion. Carefully guide the exchanges, explicitly asking students to support their evaluations with reference to the text.

These constructive discussions are essential for the skill development. Listening to and evaluating the evidence of others and providing text-based criticism expands students' capacity

to reason through the relationship between claims and evidence. Paying close attention to and providing instructional guidance on the student comments is as important to the process as evaluating the tools and creates a class culture of supporting all claims (including oral critiques) with evidence.

Using the Text-Centered Discussion Checklist is one way of talking about and supporting student participation in class and pair discussions, especially if students are already familiar with the TCD checklist from previous units. If not, time can be taken (if desired) to introduce them to some or all of the criteria of effective text-centered discussions.



## ACTIVITY 5: FORMING EBCs IN PAIRS

In pairs, students use the Forming EBC Tool to make an evidence-based claim of their own and present it to the class.

### INSTRUCTIONAL NOTES

Once the claims and evidence have been discussed, students return to the pairs and use the tool to make an evidence-based claim of their own. Pairs should make a single claim, but each student should fill in his or her own tool. Regroup and discuss the claims and evidence as a class. Pairs can use their tool to present their claims and evidence orally.

Talk through the process modeled in the tool, including the nature of the details that stood out to students, the reasoning they used to group and relate them, and the claim they developed from the textual evidence.

Draw upon the Forming EBC Handout and EBC Criteria Checklist I to help guide discussion.



## INDEPENDENT READING ACTIVITY

Students read paragraphs 6-11 of "The Souls of Black Folk" and use the Forming EBC Tool to make a claim and support it with evidence. This activity overlaps with the first activity of Part 3 and can be given as homework or done at the beginning of the next class.



## ASSESSMENT OPPORTUNITIES

The Making EBC Tools should be evaluated to assess the development of the student's grasp of the relationship between claims and textual evidence. They should show progress in the relevance and focus of the evidence. The Forming EBC Tools are students' first attempts at making their own claims with the help of a peer. Basic claims are fine at this point. Use the EBC Criteria Checklist to structure the evaluation and feedback to students. Evaluation should focus on the validity and clarity of the claim and the relevance of the evidence. Recording the "thinking" part of the tool is important in order to strengthen the student's reasoning skills as well as provide them with the academic vocabulary to talk about them.

Evidence should be in quotation marks and the reference recorded. Using quotation marks helps students make the distinction between quotes and paraphrases. It also helps them to eventually incorporate quotes properly into their writing. Recording references is critical not only for proper incorporation in writing, but also because it helps students return to text for re-evaluating evidence and making appropriate selections.

The Text-Centered Discussion Checklist can be used to evaluate student participation in discussions for formative and diagnostic information. Teachers and students can get a sense of areas where development in speaking and listening skills are needed.