

Lesson 3: Topic, Story, and Claim (2-3 60 minute blocks)	
Objectives	<p>By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> ● Identify research topics of interest using the One World Education website to formulate a point of view on the issues. ● Explain their personal connection to their research topic to compose a narrative paragraph. ● Identify potential policy solutions to a problem in order to write a strong claim. ● Create a one-sentence claim that contains a problem and a solution. ● Identify other perspectives on a topic in order to brainstorm a list of possible counterclaims.
Materials	<p>One World Journal, pg. 4, 11-18, 43, 46 Projector or SMART board Chart paper and markers</p>
Central Questions	<ul style="list-style-type: none"> ● What does point of view mean? ● Why is this issue important to me and to others? ● Why does having a personal connection to a topic make an argument stronger? ● What are the characteristics of a strong claim? ● What are some potential policy solutions for my topic? ● What is a different point of view on my topic?
Do Now	<p><u>Block 1</u></p> <ol style="list-style-type: none"> 1. Prepare for a Graffiti Walk. Set up five pieces of chart paper, each with an issue from “Topic Ideas” OWJ, pg. 11 or topics that your students have expressed interest in (written or pictured). Hang chart papers in different locations around the room. 2. Explain that students will start to think about the topic they want to research. Hand out markers to students and instruct them to move around the room and visit each chart paper. At each chart paper, students can write responses to the topic. <i>Suggested thinking prompts: Are you interested in this topic? Why? Do you have a personal connection to this topic? What do you already know about this topic? What questions do you have about this topic?</i> 3. When students have visited each chart paper, ask students to share their observations: What topic is the most interesting to you? What topics do you know the most about? What topic do you have questions about? <p><u>Block 2</u></p> <ol style="list-style-type: none"> 1. Direct students to “Presentation Breakdown,” OWJ, pg. 43. Tell students to review the topic they chose and their personal connection to it. 2. Tell students to prepare a 30-second pitch by answering questions for “Pitch #1,” OWJ, pg. 43. 3. Review “The 5 Ps of Presentation,” OWJ, pg. 43.

	<p>4. Place students in small groups and set a timer for 30 seconds. Students take turns making their pitch and providing feedback using “Presentation Peer Review,” OWJ, pg. 46.</p> <p>If time allows, have volunteers present to the whole class and provide additional feedback.</p>
Lesson	<p>Exercise 1: Topic Selection</p> <p>Note: The topics provided are very broad. You may want to help students brainstorm subtopics to help make a topic more specific. Example:</p> <p>Broad Topic: Social media</p> <p>Subtopics: Privacy; impact on the brain; bullying; educational use; censorship</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Direct students to “Topic Selection,” OWJ, pg. 11, and read the introduction. Emphasize that since students will be deeply researching a topic, they need to choose a topic that is important to them. 2. Review the list of topics and show students how to navigate to the One World Education research portal. 3. Model choosing a topic of interest and writing a short statement about point of view. Give students time to work independently or with a partner to review topic choices and think about their point of view. Circulate and provide support. 4. When students have a short list of potential topics, direct them to rank each topic based on how interesting and important the topic is to them (1 = most interesting and important, 5 = least interesting and important). The topic they rank 1 will be their research topic. <p>Exercise 2: Telling Your Story</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Explain that having a personal connection to a topic is important and one of the best ways to draw in a reader and make them interested in what you say. Tell students that they will reflect on the topic by answering some focus questions and then write a paragraph to explain their personal connection to the topic they have chosen. 2. Model with a personal example or the student exemplar. 3. Provide time for students to reflect on their topic using “Focus Questions,” OWJ, pg. 12. Circulate and provide support. 4. Tell students that they will now narrate a story of their own experience with their topic. Explain that this paragraph will be a draft for the introduction to their essay. Elicit ideas about what makes a good story and refer back to an exemplar. 5. Read the directions for the narrative paragraph and point out the sentence stems to help students get started writing. 6. Provide time for students to write in class or assign as homework. 7. Have students share their paragraph with a partner or in a small group. Post: <i>How did hearing about a peer’s personal experience with their topic impact you? Why?</i>

Assessment: “Telling Your Story,” OWJ, pg. 13.

Exercise 3: Crafting a Claim

Directions:

1. Write each claim from “Crafting a Claim” OWJ, pg. 14 on a separate paper and post in the four corners of the classroom.
2. Direct students to “Crafting a Claim,” OWJ, pg. 14. Read the examples and ask students to **turn and talk** with a partner to identify the strongest claim and write a short explanation for their answer.
3. Direct students to stand up and move to the claim they believe is the strongest.
4. Give students 2 minutes to share their ideas with the students in the same corner. Direct students to choose a spokesperson. The spokesperson reads the claim to the class and explains why their group thinks it is the strongest claim. (Answer: *d. Providing access to early childhood education in some cities has been shown to raise test scores, so state and federal governments should increase funding for universal pre-K programs.*)
5. Go over what the other statements are missing (the solution).
6. Using the example, guide students in brainstorming criteria for a strong claim that they can reference throughout the research process. Suggestions: *Contains a problem. Contains a solution. Concise and specific (one sentence). Does not contain evidence.*
7. To check for understanding, direct students to choose one of the weaker claims and re-write it to make it a strong claim.

Exercise 4: Arguing for a Solution

Directions:

1. Tell students that it is their turn to write a claim about their topic. It will be their first draft of a claim that they will revise throughout the research and writing process.
2. Direct students to “Arguing for a Solution,” OWJ, pg. 15, and read how to brainstorm a solution. Tell students that this solution may change as they learn more about their topic.
3. Go over the example, discussing each component.
4. Direct students to the graphic organizer on OWJ pg. 16, and walk students through each step, from writing a central question to drafting a claim. Remind students to reference the criteria for a strong claim.
5. When students have drafted their claim, model providing feedback using the Glow and Grow framework. Create an anchor chart for providing feedback: *specific; related to the task or rubric; comments on a strength and an area for growth; be about the work, not the person.*
6. Provide time for students to read claims and provide feedback. Circulate and support.

	<p>7. Direct students to write a revised claim based on the feedback they received.</p> <p>Assessment: “Revised Claim,” OWJ, pg. 17.</p> <p>Exercise 5: Predicting a Counterclaim</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Review the definition of counterclaim, “Argumentative Writing Vocabulary” OWJ, pg. 4. Ask students why it is important to think about other perspectives on an issue. 2. Project the example from “Predicting a Counterclaim” OWJ, pg. 18 and model your thought process with a think aloud. Annotate the example. 3. Put students in small groups and tell them to review the exemplar. Instruct students to identify the point of view, the claim, and the counterclaim. Circulate and support as needed. 4. Group students by topic. Set a timer for 2 minutes and instruct students to identify a different point of view and brainstorm as many possible counterclaims as they can. Give students time to share and compare their answers. 5. Have each group elect a spokesperson to share their ideas with the class to receive feedback and add to their list. 6. Instruct students to circle one or two of the strongest counterclaims. <p>Assessment: “Predicting a Counterclaim,” OWJ, pg. 18.</p>
Differentiation	
Extend	<ul style="list-style-type: none"> • Have students write three to five questions about a topic they are interested in. Give students time to survey classmates or community members to answer the questions. • Partner students to give each other feedback on narrative techniques. • Provide a revision checklist and have students revise their paragraph.
Language Development	<ul style="list-style-type: none"> • Create a survey to help students identify topics of interest, then hold conferences to identify potential topics: <ul style="list-style-type: none"> ○ What are 3 things you love to do? ○ What are 3 news stories that interest you? ○ Who are 3 people you admire? • Provide additional sentence stems: <ul style="list-style-type: none"> ○ I’m interested in _____ because... ○ I already know that ... ○ I’d like to know ... • Have students create an image that represents their personal connection to the topic. • Encourage students to include dialogue in their native language, where appropriate. • Provide sentence starters for the claim. • Group students who have the same topic to brainstorm solutions.

Lesson Reflection	
What worked well?	What would you change for next time?