

Stage: Research	
Crafting a Claim & Counterclaim	
Day 1	Crafting a Claim
Day 2	Crafting a Counterclaim

Day 1	Crafting a Claim
Common Core Standards	RI.7-8.2,4 W.7-8.1,4,5 SL.7-8.1,3,4 L.7-8.6
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Generate specific solutions to a problem that address who should act and what action needs to be taken • Apply a problem-solution framework to draft a strong argumentative claim
Lesson Resources	Student Journal: <ul style="list-style-type: none"> • Pages 26-28 Digital Resources (available on One World website): <ul style="list-style-type: none"> • Google Slides presentation • Your Claim Draft graphic organizer
Do Now	Think-Pair-Share: Turn to pg. 26 in your student journal. Complete Part A and Part B.
Lesson Introduction	<ul style="list-style-type: none"> • Review the Do Now • Review class agenda • Today you will review the problem-solution framework of a claim before drafting your own. Then after receiving feedback from a peer, you'll revise your claim to clearly express a problem and address the problem with a specific, actionable solution.
Direct Instruction	<ul style="list-style-type: none"> • Direct students to pg. 27 of their journals. • Introduce the Who/What framework of a solution: <ul style="list-style-type: none"> ○ <i>Who needs to act to solve the problem?</i> ○ <i>What action needs to be taken to solve the problem?</i> • Return to the Do Now claim and ask students to break down the elements of the solution: Teachers should assign no more than one hour of homework per day so that students can participate in valuable extracurricular activities. <ul style="list-style-type: none"> ○ <i>Who needs to act? (Teachers)</i> ○ <i>What action is being suggested? (Change or implement new homework rule)</i> • Add 2 additional practice claims with elements missing?
Guided Practice	<ul style="list-style-type: none"> • Option A: Group students by topic to brainstorm solutions. <ul style="list-style-type: none"> ○ 1 minute - independent thinking ○ 2 minutes - share ideas with a partner ○ 4 minutes - whole group sharing of ideas • Option B: Crowdsource ideas for all topics

	<ul style="list-style-type: none"> ○ Post the topics on chart paper around the room ○ Students do a gallery walk to write solution ideas ○ Students review ideas generated for their topic
Independent Practice	<ul style="list-style-type: none"> • Students use the problem-solution framework to draft a claim for their topic (pg. 28). Note: Claim sentence stems on pg. 27. • Students partner up to review and provide feedback on their claims.
Exit Ticket	<ul style="list-style-type: none"> • Using the feedback you received from your classmate, write your revised claim at the bottom of pg. 28.
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> • Create a Google Slides presentation with a different topic on each slide. Asks students to do a virtual gallery walk through the slides to add solution ideas. • Have students complete their draft claim independently, then use small group synchronous sessions to do the peer review and provide feedback.
Extension	<ul style="list-style-type: none"> • Ask students to find a local organization working on their problem and identify the solution(s) they are working towards.
Student Support Tips	<ul style="list-style-type: none"> • Encourage students to use the sentence stems provided when writing their draft claim.

Day 2	Predicting a Counterclaim
Common Core Standards	RI.7-8.5 W.7-8.1 SL.7-8.1
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Identify opposing point of views on their topic in order to predict potential counterclaims to their argument
Lesson Resources	Student Journal: <ul style="list-style-type: none"> • Pages 29 Digital Resources (available on One World website): <ul style="list-style-type: none"> • Google Slides presentation
Do Now	<ul style="list-style-type: none"> • Read the introduction on page 29 and answer the following reflection question: <ul style="list-style-type: none"> ○ <i>How will anticipating opposing arguments help you make your argument stronger?</i>
Lesson Introduction	<ul style="list-style-type: none"> • Share Do Now responses • Review class agenda
Direct Instruction	<ul style="list-style-type: none"> • Review the difference between a claim and counterclaim. Remind students that a counterclaim may be a different point of view on the problem they identified or disagree on the best solution to fix the problem. • Review the example on page 29. For the example counterclaims, ask students to identify if the counterclaim is challenging the problem or the solution.

	<ul style="list-style-type: none"> Ask students if they can think of any other counterclaims that would apply to the example.
Guided Practice	<ul style="list-style-type: none"> Put students into small groups and assign each group a number. Project an example point of view: <i>Everyone should be able to vote by mail in U.S. elections.</i> <ul style="list-style-type: none"> Even number groups: Write a claim with a problem and solution that reflects this point of view. Odd number groups: Write a counterclaim for this topic. Have groups share and critique answers. Project another example point of view: <i>Metro fares are too expensive.</i> <ul style="list-style-type: none"> Even number groups: Write a counterclaim for this topic. Odd number groups: Write a claim with a problem and solution that reflects this point of view. Have groups share and critique answers.
Independent Practice	<ul style="list-style-type: none"> Students complete the “Predicting a Counterclaim” graphic organizer for their topic on page 29.
Exit Ticket	Submit the strongest counterclaim you identified for your topic.
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> For the guided practice activity, have students submit claims and counterclaims. Then select a variety of student responses to critique in a synchronous session for strengths and weaknesses before they write their own.
Extension	<ul style="list-style-type: none"> Challenge students to think of potential counterclaims that challenge both their problem AND solution.
Student Support Tips	<ul style="list-style-type: none"> Have students brainstorm counterclaims with a partner or in a small group before they write their own: <ul style="list-style-type: none"> Someone might disagree because... Someone who disagrees with me might say...