

Stage 2: Research

Research Analysis

Day 1: Research Analysis

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Common Core Standards	RI.11-12.1, 2, 5, 7 W.11-12.1, 4, 7-9 SL.11-12.1, 4, 6 L.11-12.6
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Categorize evidence by whether it supports a claim or counterclaim • Analyze evidence for its strengths and weaknesses in supporting a claim • Develop three reasons that support their claim and identify relevant evidence to support it
Lesson Resources	Student Journal: <ul style="list-style-type: none"> • Pages 48-49 Digital Resources (available on One World website): <ul style="list-style-type: none"> • Google Slides presentation
Do Now	Jot-Pair-Share: What are 3 reasons that support your claim?
Lesson Introduction	<ul style="list-style-type: none"> • Share Do Now responses • Review class agenda • Pass out student journals
Direct Instruction	<ul style="list-style-type: none"> • Explain that now that students have conducted their research, they need to review their evidence and select the strongest evidence that will help make their argument. <ul style="list-style-type: none"> ○ Some evidence may be strong, but not really relevant to their argument ○ Some sources might be more credible than others ○ Some evidence might be relevant, but may not be specific enough ○ There might be a lot of evidence to support one reason, but not a lot of evidence to support another reason
Guided Practice	<ul style="list-style-type: none"> • Option A: Set up a gallery walk with the evidence on page 48 on different pieces of chart paper posted around the room. Have students visit each piece of evidence and record their thoughts: <ul style="list-style-type: none"> ○ <i>Does the evidence support the claim or a counterclaim?</i> ○ <i>Is this a strong piece of evidence? Why or why not?</i> • Option B: Put students in small groups. Have each piece of evidence printed on slips of paper to hand out to each group. Direct the groups to order the evidence from strongest to weakest, then have each group present and provide an explanation for their order. • Direct students to respond to the questions in Step 2.
Independent Practice	<ul style="list-style-type: none"> • Students review their research log and consider the reflection questions: <ul style="list-style-type: none"> ○ <i>Which evidence supports your claim?</i> ○ <i>What are the strengths and weaknesses of your evidence?</i>

	<ul style="list-style-type: none"> ○ <i>Which evidence supports a counterclaim?</i> ○ <i>Which evidence is the weakest?</i> • Students complete the “Your Research Analysis” activity on pg. 49.
Exit Ticket	<p>Answer the reflection question in Step 2 on page 49:</p> <ul style="list-style-type: none"> • <i>What additional information do you need about your topic to complete your essay?</i>
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> • Set up the gallery walk activity in a Google Slides and have students add comments or notes about each piece of evidence
Extension	<ul style="list-style-type: none"> • Require students to create an annotated bibliography to showcase the strength and diversity of their sources. Supplemental resource on annotated bibliographies available on the One World website.
Language Development	<ul style="list-style-type: none"> • Have students color code their evidence in the Research Log using the same color coding from the vocabulary activity • Place students with similar topics together to discuss reasons and compare evidence • Provide sentence stems for discussing evidence: <ul style="list-style-type: none"> ○ <i>This evidence is strong/weak because...</i> ○ <i>This evidence supports the claim/counterclaim because...</i> ○ <i>The three reasons why _____ is a problem are...</i>