

The Claim Scenario: High School ELA

Overview

This is a high school English lesson that is intended to take one class period, approximately 45 minutes. In previous lessons, students have been analyzing writing samples that use supportive arguments to make a claim about a topic they are familiar with. In today's lesson, they will focus on identifying evidence that supports a claim about a topic and understanding how that evidence is organized into supporting effective arguments. Subsequent lessons will focus on crafting their own claims and developing full essays using these skills.

This scenario aligns with parts of CCSS.ELA-Literacy.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.

Lesson

Students will analyze a piece of media (of their choice) for examples of the three main elements of a persuasive piece: claims, arguments, and evidence. They will develop a model for how these elements can be organized effectively to create a strong, persuasive piece. This is important because it supports two writing habits of mind: (1) having a strategic approach to analyzing writing and research, and (2) building formal and informal guidelines for what is appropriate and effective in a piece of argumentative writing. It also helps students understand the potential applications of persuasion techniques; for example, students could use these skills in an academic setting (when proposing a new idea to a room full of people) or in their personal lives (when trying to convince parents that they need a new, expensive video game).

Goals

- Students will identify evidence that supports a claim and analyze how it is organized into arguments with evidence.
- "I can" statement: I can identify the claim, arguments, and evidence in a persuasive piece and understand how they are organized to support each other.

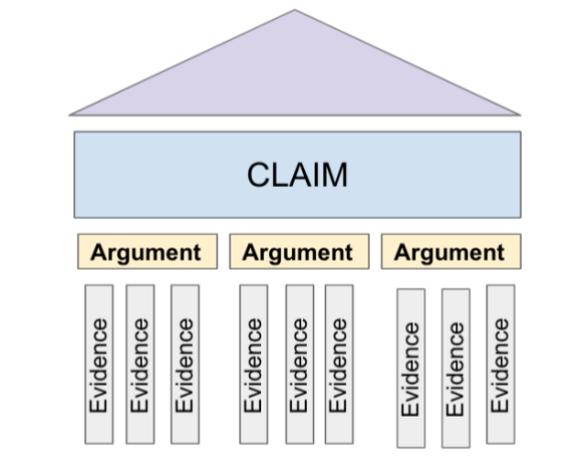
Materials

- Media option: article (digital or paper version), video, or podcast
- Graphic organizer with step-by-step directions
- Post It Notes

- Picture of the “Argument Building”
- Computer with an auto-captioned video
- [The Claim Handout](#) (digital, paper version)

Methods

1. When students enter the classroom, the goal and the “I can” statement will be posted on the board.
2. They will also be given a picture of the “Argument Building” image with a caption, and the image will be displayed on the whiteboard.
3. Students will be told: “Strong persuasive pieces are often made of the same three basic elements that all support each other: claims, arguments, and evidence.”
4. Students will be shown the objective on the board and the teacher will restate it: “Your challenge is to identify the claim, arguments, and evidence within the piece of media you chose, and look for patterns in how they are organized.”



5. The students will pair up to discuss what they already know about persuasive pieces, including what they know about a claim, arguments, and reasoning and how they might identify them in their chosen pieces. They will be encouraged to take note of what they know or do not know yet; then they will spend a few minutes re-crafting the objective on the board in their own words using their [The Claim Handout](#) (this handout can be either digital or paper).
6. Also, on the Claim Handout, students will be prompted to select a piece of persuasive media (article in print or digital option, video, or podcast) available from the classroom.
7. There will be three ways students can investigate their persuasive piece and they will need to turn in evidence to show their understanding either using a graphic

organizer, the table on The Claim Handout, or other means. They can work with partners or independently.

- Choice 1: Identify examples of the three elements in their pieces and use a graphic organizer to record them and record how they are organized.
 - Choice 2: Watch an auto-captioned video and then identify examples of the three elements in their piece., and record think about how they are organized.
 - Choice 3: Use step-by-step directions to build a Post It note model of the “Claim Building.”
8. Students will review the objective on the board before making their choice. On their handout, they will indicate why this choice is the best for them.
 9. As students work through the lesson, they will track their progress for understanding using some of the prompts:
 - “Make a list of examples of claims, arguments, and evidence in your piece, and record it.”
 - “How does the author support the arguments for their claim with arguments and evidence?”
 - “How are the three elements organized in your piece? Do you notice any patterns?”
 10. When students are finished, they can read (or have the text read aloud) from an article that shows how effective argumentative writing can be used in law cases. The article has two bonus questions as options to think more about claims: [Learn more about claim statements in court cases.](#)

Assessments:

1. As students work, the teacher will check in on the responses in their Claim Handout. If a group or an individual student is struggling, the teacher should give a hint (for example, they might be prompted to make sure that claim identified is not part of the evidence).
2. The teacher will have a checklist of students’ names to be marked as the teacher walks around the room and observes them identifying claims, arguments, and evidence, and analyzing how they are organized into a coherent, persuasive piece.
3. At the end of class, students will record their reflections on The Claim Handout:
 - “How effective was my strategy for learning today? Did I meet my goal?”
 - “What patterns did I notice in how the three elements were organized in my piece?”

They can use pictures, words, and/or numbers to model how claims, arguments, and evidence can be organized to create a persuasive message. If students use the digital version of the Handout, they could also record their answers verbally.

4. The teacher will offer feedback on their reflections and models for the next class period.