

Lesson: Using evidence to support claims

Class Time: 2 periods

Grade Level: 7

Essential Understanding: How I arrange facts to support my position in a debate?

Learning Outcomes: Students will organize their notes to support their position in a debate.

IFC Standards: 7.6: Interprets information and ideas by defining, classifying, and inferring

Common Core Standard: CC.7.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

	Learning/Teaching Activities	Resources
Mini Lesson	Students have been divided into groups Show students the conclusion/evidence sheets they will be filling out	Large printouts (chart paper sized) of conclusion/evidence organizers (attached)
Guided Practice	Using a group's note sheets as an example, show how to enter evidence onto the large organizer. Emphasize which facts are appropriate vs. which facts to leave out Show how to highlight facts that support claims vs. general facts – ex) "George Washington set many traditions that presidents follow to this day" vs. "George Washington was born in 1732"	Previously completed notes Large organizer Highlighter
Independent Practice	Students work with their groups to fill out their organizers and highlight information that supports their claims (2 class periods)	Previously completed notes Large organizers Highlighters
Sharing/ Reflection	Students go over their organizers with their groups and determine where their weaknesses are. Students will address these weaknesses independently and later on with their social studies teacher.	
Assessment	Conclusion/evidence organizers	

Follow up/ Extensions: Students will improve their organizers over the rest of the school week in preparation for the debate.