

INSTRUCTIONAL TASK 23

TASK 23 IDENTIFYING CLAIM/EVIDENCE

Students will look for a specific claim that is direct and concise; evidence in the form of examples, facts or reason; and commentary/reasoning that explains what the evidence has proven about a claim. This task could also be used for peer editing.

Steps Outlined:

1. Select multiple texts and sources that address a specific topic.
2. Review the topic and various documents with students and guide them to create focus questions that about the topic.
3. Students review the focus question(s), select one to answer.
4. Using the teacher provided resources they then complete the attached template. Students may have multiple claims to support their focus question answer; expand the template as needed.
5. When students have completed their templates they form pairs to compare, evaluate, and edit their respective claims and evidence template.
6. Using their revised work, students individually write a paragraph answering the focus questions and including the claim, evidence supporting the claim, and reasoning connecting the claim and evidence.

Further Claims/Evidence Templates can be found at:

<http://www.chicagohistoryfair.org/making-history/claims-a-evidence.html>

MAKING A CLAIM AND PROVIDING EVIDENCE

DEVELOPING AN EVIDENTIARY ARGUMENT	
What is the question you want to answer?	
What is the source for the evidence you will use to support your answer?	
Claim that you think answers the question	Evidence that supports your claim
Reasoning: Why is your claim correct and how does the evidence support it?	
What do you consider weaker evidence and why?	

