

Lesson Focus: Supporting Claims with Valid Reasoning and Relevant and Sufficient Evidence
Unit: myPerspectives Grade 9 Unit 1

<p>Connection (1 minute)</p>	<p>“Remember yesterday we discussed... how we begin our draft by writing a claim for our argument.”</p> <p>“Today we will discuss...how to support your claim with valid reasoning and relevant and sufficient evidence.”</p>
<p>Teaching (5 min)</p>	<p><i>Give Students a Brief Description of Strategy and Why It’s Important</i></p> <p><i>Teacher will be modeling with the Writing Task Focus Question: Should the narrator of “The Seventh Man” forgive himself for his failure to save K.?</i></p> <p>“When writing a strong argumentative essay, it is important to use valid reasoning and relevant and sufficient evidence in order to support your claim. The use of varied evidence can make your argument stronger. There are many different types of evidence that you can use to support your argument. For example:</p> <p><u>Facts</u> are statements that can be proven true. <u>Statistics</u> are facts presented in the form of numbers. <u>Anecdotes</u> are brief stories that illustrate a point. <u>Quotations</u> from authorities are statements from experts. Finally, <u>examples</u> are facts, ideas or events that support a general idea.”</p> <p><i>Teacher should have the above information as a digital resource for students to reference.</i></p> <p>Let me show you what I mean</p> <p><i>(Please note: The teacher should have their sample claim already displayed for students to view. The teacher will model finding relevant evidence by referring back to one of the texts read within this unit. The teacher will only model finding and selecting one piece of evidence to the students.)</i></p> <p>“Yesterday, we created our claims. Let’s look at my claim. The narrator in “The Seventh Man” should forgive himself for not being able to rescue K. because unfortunate accidents occur beyond your control, it is impossible to compete against mother nature and when faced with danger, we have a natural instinct to either fight or flight.”</p> <p>“I remember reading in “The Moral Logic of Survivor Guilt” a part where the author explains about how it’s not your fault if</p>

	<p>someone else loses their life. I think it was at the beginning of the editorial. I think this may support my first reason of my claim. Follow along with me on page 153.”</p> <p><i>Teacher begins reading aloud.</i></p> <p>“In war, standing here rather than there can save your life but cost a buddy his. It’s flukish luck, but you feel responsible. The guilt begins an endless loop of counterfactuals- thoughts that you could have or should have done otherwise, though in fact you did nothing wrong.”</p> <p>“This piece of evidence is relevant to my reason that unfortunate accidents occur beyond your control. This piece of text evidence is considered a ‘quotation’ because the author has expert knowledge on military ethics, the history of moral philosophy, and moral psychology.”</p> <p>Recap</p> <p>“Let’s recap. I remembered that in the editorial, there was a piece of evidence that would support my first reason. After re-reading one section of the editorial, I found a piece of text evidence that strongly supports my first reason of my claim.”</p>
<p>Active Engagement (3 min)</p> <p>Allows for guided practice</p>	<p>“Now it’s your turn... to try finding valid evidence to support one of your reasons. With a partner, turn and talk about a possible piece of text evidence that will support one of your reasons. You can briefly look back in the different texts if you need to.”</p> <p><i>Teacher circulates and listens for successful example of the teaching strategy. Teacher then selects one student to share.</i></p>
<p>Link (1 min)</p> <p>Linking mini lesson to their independent work</p>	<p>“Today, I just taught you that... once you have a claim, you need to include valid reasoning and relevant and sufficient evidence in order to have a strong argument.”</p> <p>“When you independently write today, you’re going to... search through various texts and find at least three pieces of strong evidence that support your reasons.”</p>
<p>Independent Writing</p>	<ul style="list-style-type: none"> ● Students are writing independently. ● Teacher is differentiating instruction by pulling students for conferencing/ small group instruction.
<p>Share</p>	<p>End of workshop - Whole Group Share</p> <p>Options:</p> <ul style="list-style-type: none"> - Students share with a partner or whole group. - Praise behaviors that were observed.