

Locating and Identifying Evidence

Standards:

2. Students will be able to identify an author's reasons given in support of a claim.
3. Students will be able to identify evidence given by an author to support a claim and label the information as one of the 5 types of evidence (i.e., fact, statistic, expert opinion, specific example, personal values/beliefs).
4. Students will be able to give constructive ideas and feedback when working with others. (process skill)

Task:

Supporting reason and evidence are necessary in establishing a strong argument. When a writer makes a claim, they must give reason for having this point of view. To show their reasons are valid, they must provide solid evidence to back up each point they make. After reviewing the correct claims for each article used yesterday, your group will now be assigned one of those articles to find supporting reason and evidence within it. For homework (which I will check at the beginning of class), each of you must individually identify at least 3 supporting reasons and evidence you find in your assigned article. Then tomorrow, as a group using your homework, you will discuss the reasons the author gives in support of the claim that has been made. Then, you must determine the evidence s/he uses to back up each point. Finally, you must take each of those pieces of evidence and correctly identify them as one of the 5 types of evidence we discussed in class (i.e., fact, statistic, expert opinion, specific example, personal values/beliefs). Put your group's final findings (following my example) on the poster sheet to be presented to the rest of the class.

Criteria:

- a.) complete poster
 - find the author's supporting reasons for the claim
 - locate the evidence used to support the claim
 - correctly identify each of the pieces of evidence as one of the 5 types
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- b.) group work/participation
 - each member must equally participate in the group activity and offer ideas and suggestions that help the group
 - all members must contribute to presentation of poster to the class

Rubric:

Criteria	5	3	1
<i>Supporting reasons (on poster)</i>	Most reasons found within the article	Some reasons found within the article	Few reasons found within the article
<i>Evidence to support claim (on poster)</i>	Accurately identified most pieces of evidence to support claim	Accurately identified some evidence	Accurately identified little evidence
<i>Contributes constructive ideas (using homework)</i>	Provided at least 3 constructive ideas to share with group	Provided 2 constructive ideas to share with the group	Provided only 1 or no constructive ideas to share with group
<i>Members contributed in presentation to class</i>	All	Most	Few

Comments:**Total: _____/20**