**11th Grade Lesson 1: Claim-Evidence-Commentary/Reasoning**

**Assigned before the lesson: Annotation of text and Analyzing the Prompt.**

**Opener: Chalk Talk**

*Goal:* To share your work and get feedback on your annotations and analysis of a prompt.

**During: Claim-Evidence-Commentary/Reasoning – Share the definitions of each.**

**Claim-Evidence-Commentary/Reasoning – 4 Corners Activity**

* Provide about 4-5 different statements.
* Students will have to distinguish whether the statement is evidence, claim, or commentary.
* You could use a 4 corners (philosophical chairs) where one corner is evidence, one is claim, one is commentary, one is none of them.

**Claim-Evidence-Commentary/Reasoning – Use a graphic organizer.**

**During: Students will use the graphic organizer to organize their thinking around the prompt.**

Remind students that “Claim” should support their thesis, and may even be a “forecast” in their thesis.

**Example: Claim-Evidence-Commentary/Reasoning**

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| --- | --- | --- |
| **Claim**  **(your argument)**  The acceptance of Syrian refugees offers long term economic advantages for Europe. | **Evidence**  **(example)**  UN studies have shown that over half of all refugees who enter Europe come from middle-class and educational backgrounds who have the capability to contribute to the economies of Europe. Take for example 24 year old Syrian Hesham Modamani who is a student searching for the opportunity to continue his education in Germany. | **Commentary/Reasoning (explanation)**  This shows that there are many refugees that want to gain an education and work in Europe. These refugees have the potential to benefit European economies. |

**Closer: Write a sentence or two that includes the information from the graphic organizer in order to answer the prompt.**