

AP English 11B
Heritage Unit
Streetcar Named Desire

Date	March 10, 2004
Title	Investigating Evidence for Claims
Essential Questions	How do we support claims made about literature with evidence from the text?
Student Objectives	<p>Content SWBAT</p> <ul style="list-style-type: none"> • Analyze evidence to determine its effectiveness • Identify interpretations about evidence • Analyze effectiveness of interpretations <p>Cooperative SWBAT</p> <ul style="list-style-type: none"> • Provide constructive criticism on partner's claim paragraph
Warm-up/Hook (10 minutes)	<p>Ask students to take out a piece of paper and write a reflection about their paragraph. Address these questions in the reflection – on overhead.</p> <ul style="list-style-type: none"> • Why did you pick the claim you did? • How do you go about finding the evidence? • Did you find enough evidence? From where in the play is your evidence? • How did you go about interpreting the evidence to support your claim? <p>Ask students to volunteer their reflections. Comment on similarities and differences.</p>
Content to be Addressed	Determine effectiveness of evidence used to support claims about literature
Methods to be used	Group Discussion
Lesson	
Phase 1 Provide Objectives (2 minutes)	Review the objectives with the class. Explain that we're going to meet these objectives by working in pair groups first, and then we'll come together in a whole class discussion to examine what we found.
Phase 2 Focus the Discussion (2 minutes)	Here's how this will work. You will pair up with someone in the class and exchange your paragraphs. As you read your partners paragraph, I want you to underline the evidence the writer gives to support the claim. As you read the evidence, place a plus sign in the margin next to the evidence if you think it's

	valid. Write a question mark if you don't. As you read the interpretation statement(s) think about the evidence. Does the interpretation statement change your mind about the evidence statement? Make notes on the paper for the author. Look back to the text for additional support you can suggest the writer use. After you've finished, share your observations with your partner.
Phase 3 Discussion (13 minutes)	You have 15 minutes to complete this activity. Now find your partners. Walk around the room to make sure everyone is working.
Phase 4 End the Discussion (2 minutes)	Give the students a 2-minute warning to wrap up their discussions. Please make sure you sign the draft you read.
Phase 5 Debrief the Discussion/Closure (16 minutes)	Let's talk about the evidence we found for these claims. Who wants to volunteer a claim and evidence? Interpretation? How did this activity help your paragraph? For homework, revise your paragraph. You will turn into me both the draft you brought today and the revised paragraph.
Materials Required	<ul style="list-style-type: none"> • <u>Streetcar Named Desire</u> text • Completed CEI Paragraph • Claim statements handout • Reflection Overhead
Assessment	
Informal	Class participation
Formal	Revised CEI Paragraph – 50 points (20 for initial draft, 10 for draft comments, 20 for revision.)
Special Notes	If students haven't completed the CEI paragraph, then group those together to work on individual paragraphs. They must pick a claim and discuss the evidence from the text they will use. And they must write me a note why they didn't complete the paragraph.

Reflection – 3/10/04

Unfortunately too few students in my sixth period class had their C-E-I paragraphs to share with partners. The students had to spend the period actually writing their paragraphs. Would there have been a better way to handle this situation? I have trouble giving points just for having the homework, especially since that is contrary to the new grading policy. Perhaps I could revise this lesson and it's assignment to focus more on the revision and workshop process. Since my objective is to analyze the effectiveness of the evidence, then I could assign more points to the draft comments – and if a student does not have a paragraph to share with another student, then he/she cannot participate in the workshop, and thus, the student will lose the points for the comments. These points can only be awarded for analysis completed for another student.