

## Lesson 1 – Lesson Plan

### Introductory Lesson

#### People Pairs:

#### Making Claims and Finding Evidence

**Aim:** Students will mirror the process of developing a claim and supporting the claim with evidence through an Anticipatory Set. NJSL.W.3.1, NJSL.W.3.2, NJSL.W.3.5, NJSL.W.3.7, NJSL.SL.3.1, NJSL.SL.3.3, NJSL.SL.3.4, NJSL.SL.3.6.

**Assessment:** The assessment rubric for this lesson follows and appears in the beginning of the PowerPoint Lesson. This is an On-Task Rubric and is implemented in the following way: During the lesson the teacher:

- keeps a copy of the rubric and a copy of the class’s student roster (or a copy of the seating chart used for the lesson) easily accessible.
- deducts points for any student who is not fulfilling any part of the rubric.
- can deduct points multiple times for the same task. For example, if a student is observed “off task” and the teacher deducts a point, and the student goes off task again, a second point may be deducted, and this process may be repeated as necessary until the value reaches zero.

<b>On-Task Student Assessment Rubric</b>	
<b>Student Classwork</b>	<b>Points Earned</b>
Student spends entire allotted time on task.	<b>4</b>
Student works cooperatively with assigned or chosen partner.	<b>1</b>
Student listens attentively to exemplar and/or directions presented by teacher and other members of the class.	<b>1</b>
Student uses confusion to ask questions in order to clarify.	<b>1</b>
Student addresses all components of the assignment.	<b>2</b>
Student follows directions for cooperative learning.	<b>1</b>
<b>Student Presentation</b>	
Student uses presentation wording as a foundation for presentation.	<b>1</b>
Student attempts to not read presentation but to speak from knowledge.	<b>1</b>
Student uses appropriate eye contact, adequate volume and clear pronunciation.	<b>1</b>
Student interacts and reacts to audience appropriately (student waits for attention from audience and politely asks for attention if necessary).	<b>1</b>
Student stands during presentation on the perimeter of the classroom so he or she can see all classmates and classmates can see the presenter.	<b>1</b>
<b>Total Points Earned</b>	<b>15</b>

**Procedure:**

- Teacher reviews each item on the rubric when the rubric appears on the PowerPoint and explains how it works.
- Teacher plays the PowerPoint Lesson which demonstrates the process of stating a claim and supporting it with evidence.
- Teacher reads each slide and pauses where indicated for students to answer questions.
- **If the people in the PowerPoint are not people to whom the students can relate, the teacher can replace one of both with more recognizable people.**
- Teacher follows the directions on the PowerPoint to distribute **Student Exercise/Worksheet**, pp. 3 - 4, and reviews directions.
- Teacher evaluates presentation

**CONNECTION TO CLASSROOM CONTENT****Optional Follow-up Assignments**

- Now that students have learned the skills for making a claim about two people or characters and proving the claim with evidence, teacher chooses two fictional characters recently studied in class.
- Teacher assigns students to make a claim about both characters and develop the claim with evidence using the organizer in this lesson.

**Note: This assignment can be given at any time during the school year. (Ideal for extra credit)**

## Student Worksheet/Exercise

### People Pairs

#### Making Claims and Finding Evidence

**Step 1.** Find a partner or your teacher will assign you one.

**Step 2.** With a partner, fill out the graphic organizer below following the procedure used in the example lesson on the PowerPoint. As you decide on two people and a common characteristic, try to use a high level vocabulary word. Suggestions for higher level words are on the last slide of the PowerPoint. Your teacher may also give you some suggestions. Try to include a context clue in your evidence statements following the examples in the PowerPoint.

<b>Graphic Organizer for Lesson 1 - People Pairs</b>		
<b>Name of Real Person</b>	<b>Claim about Similarity</b>	<b>Evidence for Claim</b>

#### **Claim about Difference**

**Step 3.** Present your claim and evidence for your claim to the class following the format on the following page. Alternate your presentation between you and your partner. Try not to use the worksheet when presenting; try to speak from memory alone.  
**ALTHOUGH YOU WILL WORK WITH A PARTNER, YOU EACH MUST HAVE A WRITTEN COPY OF YOUR WORK.**

**Lesson 1 - Student Worksheet/Exercise Continued**

**Presentation Format:**

**The first partner presents saying,** “The two people we’ve chosen are \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_.”

**The second partner presents saying,** “The Claim that we are making is \_\_\_\_\_  
\_\_\_\_\_.”

**The first partner presents saying,** “The evidence we identified for \_\_\_\_\_  
\_\_\_\_\_ is \_\_\_\_\_,

which shows that this person is (common characteristic in the claim) \_\_\_\_\_

because (context clue that shows the meaning of the common characteristic) \_\_\_\_\_  
\_\_\_\_\_.”

**The second partner presents saying,** “The evidence we identified for \_\_\_\_\_  
\_\_\_\_\_ is \_\_\_\_\_,

which shows that this person is (common characteristic in the claim) \_\_\_\_\_

because (context clue that shows the meaning of the common characteristic) \_\_\_\_\_  
\_\_\_\_\_.”

**The first partner presents saying,** “A substantive difference between them is \_\_\_\_\_  
\_\_\_\_\_.”