
MAKING EVIDENCE-BASED CLAIMS

**DEVELOPING CORE PROFICIENCIES
ENGLISH LANGUAGE ARTS / LITERACY UNIT**

GRADE 11

MAKING EBCs ABOUT LITERARY TECHNIQUE

**“The Red Convertible”
Louise Erdrich**

**“On the Rainy River”
Tim O’Brien**



DEVELOPING CORE PROFICIENCIES SERIES

This unit is part of the Odell Education Literacy Instruction: Developing Core Proficiencies program, an integrated set of ELA units spanning grades 6-12. Funded by USNY Regents Research Fund, the program is comprised of a series of four units at each grade level that provide direct instruction on a set of literacy proficiencies at the heart of the CCSS.

Unit 1: Reading Closely for Textual Details
Unit 2: Making Evidence-Based Claims
Unit 3: Researching to Deepen Understanding
Unit 4: Building Evidence-Based Arguments

The Core Proficiencies units have been designed to be used in a variety of ways. They can be taught as short stand-alone units to introduce or develop key student proficiencies. Teachers can also integrate them into larger modules that build up to and around these proficiencies. Teachers can also apply the activity sequences and unit materials to different texts and topics. The materials have been intentionally designed for easy adaptation to new texts.

Unit materials available at
www.odelleducation.com



MAKING EVIDENCE-BASED CLAIMS

Making evidence-based claims about texts is a core literacy and critical thinking proficiency that lies at the heart of the CCSS. The skill consists of two parts. The first part is the ability to extract detailed information from texts and grasp how it is conveyed. Education and personal growth require real exposure to new information from a variety of media. Instruction should push students beyond general thematic understanding of texts into deep engagement with textual content and authorial craft.

The second half of the skill is the ability to make valid claims about the new information thus gleaned. This involves developing the capacity to analyze texts, connecting information in literal, inferential, and sometimes novel ways. Instruction should lead students to do more than simply restate the information they take in through close reading. Students should come to see themselves as creators of meaning as they engage with texts.

It is essential that students understand the importance and purpose of making evidence-based claims, which are at the center of many fields of study and productive civic life. We must help students become invested in developing their ability to explore the meaning of texts. Part of instruction should focus on teaching students how to understand and talk about their skills.

It is also important that students view claims as their own. They should see their interaction with texts as a personal investment in their learning. They are not simply reading texts to report information expected by their teachers, but should approach texts with their own authority and confidence to support their analysis

This unit is designed to cultivate in students the ability to make evidence-based claims in the realm of literary analysis.



HOW THIS UNIT IS STRUCTURED

The unit activities are organized into five parts, each associated with sequential portions of text. The parts build on each other and can each span a range of instructional time depending on scheduling and student ability.

The unit intentionally separates the development of critical reading skills from their full expression in writing. A sequence of tools isolates and supports the progressive development of the critical reading skills. Parts 1-2 focus on making evidence-based claims as readers. Part 3 focuses on preparing to express evidence-based claims by organizing evidence and thinking. Parts 4 and 5 focus on expressing evidence-based claims in writing.

This organization is designed to strengthen the precision of instruction and assessment, as well as to give teachers flexibility in their use of the unit.

The first activities of Parts 2-5 – which involve independently reading sections of the text – are designed as independent reading assignments. If scheduling and student ability do not support independent reading outside of class, these activities can be done in class at the beginning of each Part. Accordingly, they are listed both as an independent reading activity at the end of each part and as an activity beginning the sequence of the next part.

Alternate configurations of Part 5 are given in the detailed unit plan to provide multiple ways of structuring a summative assessment.



HOW THIS UNIT ALIGNS WITH CCSS FOR ELA/LITERACY

The primary CCSS alignment of the unit instruction is with **RL.1** and **W.9b** (*cite evidence to support analysis of explicit and inferential textual meaning*).

The evidence-based analysis of the text, including the text-dependent questions and the focus of the claims, involve **RL.3**, **RL.5** and **RL.6** (*analyze an author's choices concerning the development of characters, structure and point of view over the course of a text*).

The numerous paired activities and structured class discussions develop **SL.1** (*engage effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly*).

The evidence-based writing pieces involve **W.2** and **W.4** (*produce clear and coherent informative /explanatory texts in which the development, organization, and style are appropriate to task, purpose, and audience*).

HOW THIS UNIT ASSESSES STUDENT LEARNING

The unit's primary instructional focus is on making evidence-based claims as readers and writers. Parts 1-3 develop the reading skill. Activities are sequenced to build the skill from the ground up. A series of tools supports students in their progressive development of the skill. These tools structure and capture students' critical thinking at each developmental stage and are the primary method of formative assessment. They are specifically designed to give teachers the ability to assess student development of the reading skill without the influence of their writing abilities.

From the first activity on, students are introduced to and then use a set of criteria that describes the characteristics of an evidence-based claim. In pair work and class discussions, students use the first five of these criteria to discuss and evaluate evidence-based claims made by the teacher and their peers. Teachers use these same criteria to assess student claims presented on the tools from Parts 1-3.

As the instructional focus shifts to writing in Parts 4 and 5, so does the nature of the assessment. In these parts, teachers assess the student writing pieces. Students continue using tools as well, giving teachers clear and distinct evidence of both their reading and writing skills for evaluation. In Parts 4-5, students learn about and use six additional criteria for writing claims. Teachers apply these criteria in the formative assessment of students' written work, as well as the evaluation of their final evidence-based writing pieces.

In addition to reading and writing, the unit incorporates many structured collaborative activities to develop key speaking and listening proficiencies. Students and teachers use the Text-Centered Discussion Checklist to structure and evaluate participation in those discussions. Opportunities are also given for teachers to directly observe and evaluate student speaking and listening skills using the checklist.

Part 5 can be configured in multiple ways giving teachers the flexibility to structure a summative assessment suitable for their students.

≡ HOW THIS UNIT TEACHES ≡ VOCABULARY

This unit draws on several strategies for teaching academic and disciplinary vocabulary. The primary strategy is the way critical disciplinary vocabulary and concepts are built into the instruction. Students are taught words like “point of view,” “perspective,” “characterization,” “claim,” “evidence,” “reasoning,” and “inference” through their explicit use in the activities. Students come to understand and use these words as they think about and evaluate their textual analysis and that of their peers.

The EBC Checklist plays a key role in this process. By the end of the unit, students will have developed deep conceptual knowledge of key vocabulary that they can transfer to a variety of academic and public contexts.

The texts and activities also provide many opportunities for text-based academic vocabulary instruction. Many activities focus directly on analyzing the way authors use language and key words to develop ideas and achieve specific purposes. The process of developing and evaluating claims supports the acquisition of these words and content knowledge.

≡ HOW THIS UNIT MIGHT BE EMBEDDED IN ≡ CONTENT-BASED CURRICULUM

The unit is explicitly and intentionally framed as *skills-based instruction*. It is critical for students to understand that they are developing core literacy proficiencies that will enrich their academic and civic lives. The unit and activities should be framed for them as such. Nonetheless, the texts have been chosen, in part, for their rich content and cultural significance. They contain many important historical and contemporary ideas and themes. Teachers are encouraged to sequence the unit strategically within their curriculum and instructional plans, and to establish content connections that will be meaningful for students. This might involve

connecting the unit to the study of topics or eras in social studies, related genres or voices in literature, or themes and guiding questions.

Teachers can also adapt the unit activities and materials to other fiction and non-fiction texts. The materials have been intentionally designed for easy adaptation to a variety of texts.

Whatever the curricular context established by the teacher, the central emphasis of the unit should, however, be on evidence-based, text-focused instruction.



HOW TO USE THESE MATERIALS

This unit is in the format of a **Compressed File**. Files are organized so you can easily browse through the materials and find everything you need to print or e-mail for each day.

The materials are organized into three folders:

UNIT PLAN

- Unit Plan
- Model Tools



The **model claims and tools** are meant only to illustrate the process, NOT to shape textual analysis. ***It is essential that both teachers and students develop claims based on their own analysis and class discussion.*** Teachers are encouraged to develop their own claims in the blank tools to use with students when modeling the process.

HANDOUTS

- Forming Evidence-Based Claims Handout
- Writing Evidence-Based Claims Handout
- Evidence-Based Claims Criteria Checklists I and II
- Evidence-Based Writing Rubric
- Text-Centered Discussion Checklist



TOOLS and **CHECKLISTS** have been created as **editable PDF forms**. With the free version of Adobe Reader, students and teachers are able to type in them and save their work for recording and e-mailing. This allows students and teachers to work either with paper and pencil or electronically according to their strengths and needs. It also allows teachers to collect and organize student work for evaluation and formative assessment.

TOOLS

- Forming Evidence-Based Claims
- Making Evidence-Based Claims
- Organizing Evidence-Based Claims
- Written Evidence-Based Claim

If you decide to **PRINT** materials, please note that you can print them at **actual size**, without enabling the auto-fit function. All materials can be printed either in color or in black and white.

UNIT OUTLINE

PART 1: UNDERSTANDING EVIDENCE-BASED CLAIMS

- The teacher presents the purpose of the unit and explains the skill of making EBCs.
- Students independently read part of the text with a text-dependent question to guide them.
- Students follow along as they listen to the text being read aloud and discuss a series of text-dependent questions.
- The teacher models a critical reading and thinking process for forming EBCs about texts.

PART 2: MAKING EVIDENCE-BASED CLAIMS

- Students independently read part of the text and look for evidence to support a claim made by the teacher.
- Students follow along as they listen to the text being read aloud and discuss a series of text-dependent questions.
- In pairs, students look for evidence to support claims made by the teacher.
- The class discusses evidence in support of claims found by student pairs.
- In pairs, students make an EBC of their own and present it to the class.

PART 3: ORGANIZING EVIDENCE-BASED CLAIMS

- Students independently read part of the text and make an EBC.
- Students follow along as they listen to the text being read aloud and discuss a series of text-dependent questions.
- The teacher models organizing evidence to develop and explain claims using student EBCs.
- In pairs, students develop a claim with multiple points and organize supporting evidence.
- The class discusses the EBCs developed by student pairs.

PART 4: WRITING EVIDENCE-BASED CLAIMS

- Students independently read another text and develop an EBC.
- The teacher introduces and models writing EBCs using a claim from Part 3.
- In pairs, students write EBCs using one of their claims from Part 3.
- The class discusses the written EBCs of volunteer student pairs.
- The class discusses their new EBCs and students read aloud portions of the text.
- Students independently write EBCs.

PART 5: DEVELOPING EVIDENCE-BASED WRITING

- Students review the entire text and make a new EBC.
- The teacher analyzes volunteer student evidence-based writing from Part 4 and discusses developing global EBCs.
- Students discuss their new claims in pairs and then with the class.
- Students independently write a final evidence-based writing piece.
- The class discusses final evidence-based writing pieces of student volunteers.

PART 1

UNDERSTANDING EVIDENCE-BASED CLAIMS

“We owned it together until his boots filled with water”

OBJECTIVE:

Students learn the importance and elements of making evidence-based claims through a close reading of part of the text.



ACTIVITIES

1- INTRODUCTION TO UNIT

The teacher presents the purpose of the unit and explains the proficiency of making EBCs.

2- INDEPENDENT READING

Students independently read part of the text with a text-dependent question to guide them.

3- READ ALOUD AND CLASS DISCUSSION

Students follow along as they listen to the text being read aloud, and the teacher leads a discussion guided by a series of text-dependent questions that are related to the original guiding question.

4- MODEL FORMING EBCs

The teacher models a critical reading and thinking process for forming EBCs about texts.

ESTIMATED TIME: 2-3 days

MATERIALS:

Forming EBC Lit Handout
Forming EBC Tool
EBC Criteria Checklist I
Making EBC Tool



ALIGNMENT TO CCSS

TARGETED STANDARD(S): RL.11-12.1

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

SUPPORTING STANDARD(S): RL.11-12.3 RL.11-12.5 RL.6 SL.11-12.1

RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.6: Assess how point of view or purpose shapes the content and style of a text.

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



ACTIVITY 1: INTRODUCTION TO UNIT

The teacher presents the purpose of the unit and explains the proficiency of making evidence-based claims, making reference to the first five criteria from the EBC Checklist I.

INSTRUCTIONAL NOTES

Introduce the central purpose of the unit and the idea of a “claim” someone might make.

The following is a possible approach:

Introduce the first characteristic of an evidence-based claim: “States a conclusion you have come to... and that you want others to think about.” Pick a subject that is familiar to students, such as “school lunches” and ask them to brainstorm some claim statements they might make about the subject. Introduce the fourth characteristic: “All parts of the claim are supported by specific evidence you can point to” and distinguish claims that can be supported by evidence from those that are unsupported opinions, using the students’ brainstorm list as a reference.

Move from experience-based claims to claims in a field like science. Start with more familiar, fact-based claims (For example, the claim “It is cold outside” is supported by evidence like “The outside thermometer reads 13 degrees F” but is not supported with statements like “It feels that way to me”). Then discuss a claim such as “Smoking has been shown to be hazardous to your health” and talk about how this claim was once considered to be an opinion, until a weight of scientific evidence over time led us to accept this claim as fact. Introduce the third characteristic/criterion: “Demonstrates knowledge of and sound thinking about a topic” and with it the idea that a claim becomes stronger as we expand our knowledge about a subject and find more and better evidence to support the claim.

Discuss other fields and areas in which making claims supported by evidence is central to what practitioners do (e.g., lawyers, historians, movie critics, etc.). Then transition and focus discussion into the realm of claims made about literary

works and the close reading skills of literary analysis - the domain of scholars and critics, but also that of active and skillful readers who intuitively sense and appreciate the multi-dimensional aspects of writing craft when they read a poem, short story, novel, play, or essay. Let students know that in this unit they will be focusing and applying their skills of reading closely for textual details and making evidence-based claims in the realm of literary analysis. Use an example text read recently by most students to suggest what it means to read a literary work for meaning while also attending to its craft.

When reading and analyzing a literary work (as with any text), a reader attends to details that are related to comprehending the text, finding meaning, and understanding the author’s perspective. But a skillful reader of a literary work also pays attention to what authors *do* – the language, elements, devices, and techniques they use, and the choices they make that influence a reader’s experience with and understanding of the literary work - the craft of writing. Explain that literary scholars classify, name and discuss the elements, devices, and techniques characteristic of a literary genre to help us analyze and think about texts. Students should already be familiar with some of these techniques (i.e. plot, characterization, imagery, rhyme). Throughout this unit, they will discuss specific techniques, develop their ability to identify and analyze the use of those techniques, and make evidence-based claims about the effects of those techniques on textual meaning.

It is important for students to come to understand that in a great literary work, the many aspects of its craft are interdependent, creating what Cleanth Brooks and Robert Penn Warren have described as the “organic unity” of



ACTIVITY 1: INTRODUCTION TO UNIT (CONT'D)

INSTRUCTIONAL NOTES

a work, where all aspects “are significant and have some bearing on the total significance” of the work. [See Brooks’ and Warren’s anthology *The Scope of Fiction*, Prentice Hall, 1960.]

However, students will also need to practice and develop the skills of examining specific aspects of a work, and the relationship of those aspects to other aspects – and to the overall meaning of the work. Thus, this unit will focus on specific elements, devices, or techniques that seem particularly relevant and students will initially make claims related to those targeted aspects of craft. The text notes and text-dependent questions are designed to emphasize these targeted techniques, but teachers and students are also encouraged to extend beyond or outside of the unit’s models, into the study of other literary techniques, themes, and meanings that transcend what is suggested here. No matter what approach is emphasized during reading, discussion, and analysis, the close reading process should be guided by these broad questions:

1. What specific aspect(s) of the author’s craft am I attending to? (Through what lense(s) will I focus my reading?)
2. What choices do I notice the author making, and what techniques do I see the author using? What textual details do I find as evidence of those choices and techniques?
3. How do the author’s choices and techniques influence my reading of the work and the meaning that emerges for me? How can I ground my claims about meaning in specific textual evidence?

In this unit, reading, discussion, and literary analysis will focus on the broad genre of the literary narrative using Louise Erdrich’s “The Red Convertible” and Tim O’Brien’s “On the Rainy River.” Students will read these texts closely,

search for evidence of narrative techniques used by each writer, and develop claims about specific passages in the works, eventually forming and writing more global claims about how the techniques and choices they have identified contribute to the overall meaning and unity of each work and/or how the two works compare. Broad guiding questions, specific textual notes, and text-dependent questions will guide teachers and students as they examine how Erdrich and O’Brien have evidenced the following targeted elements and devices of the narrative:

Narrative structure (use of time, flashback, foreshadowing)

How is the narrative structured? How does it unfold in time – chronologically or not? What details stand out in the sequence of the plot? What effects do those details - and the order and ways in which they are presented - have on our reading and understanding of the narrative?

Focus of narration (narrative point of view, narrator’s voice)

Who tells the story? What do details and language reveal about the point of view of its narrator? How might we characterize the narrator’s “voice”? How does the focus of the narration influence our reading and understanding of the narrative?

Character development (exposition, description, internal conflict, evolution)

Whose story is it? How do we come to know its characters (exposition)? What internal conflicts do they seem to face? What details suggest how/ why they change (or don’t)? How does characterization influence our reading and understanding of the narrative?



ACTIVITY 1: INTRODUCTION TO UNIT (CONT'D)

INSTRUCTIONAL NOTES

Resolution of the narrative (irony, understatement)

Where does the narrative end, with what details, events, or thoughts? How are the threads of the narrative resolved? What seems unexpected, troubling, or ironic about the resolution of the narrative? What meaning emerges – how does the narrative end up suggesting a “pervasive and unifying view of life”? [Brooks and Warren]



ACTIVITY 2: INDEPENDENT READING

Students independently read part of the text with a text-dependent question to guide them.

INSTRUCTIONAL NOTES

Students independently read the first four sections (paragraphs 1-25)* of “The Red Convertible,” through: “Thanks for the extra key,’ I’d said. ‘I’ll put it up in your drawer just in case you need it.’ He laughed.”

[*NOTE: Because texts used in this unit are not open source, and therefore not freely available to the public, they are not reproduced with paragraph and line numbers in this unit’s materials. References to sections of text are often keyed to quotations, and are usually also indicated by sequential section (places where extra white space breaks occur between paragraphs) and paragraph numbers. It is recommended that teachers and students similarly number the copies of the texts they are reading, so that the numbers referenced here make sense in guiding reading and analysis.]



As students read, they should be thinking about several broad guiding questions – related to the author’s choices, the narrative’s structure, and the point of view from which the story is told: What choices do I notice the author making? How is the narrative structured? How does it unfold in time – chronologically or not? Who tells the story? What do details and language reveal about the point of view of its narrator? After all students have finished reading the first four sections, lead a brief discussion in which students volunteer something they learned about the narrative’s structure or narrator. List their answers on the board, checking those that are repeated. Go back to the list and ask this question: “What words or sentences in the narrative tell you this information?” for each of the answers, having students read the “evidence” that led them to their answer. Do not worry here about labeling their answers “right” or “wrong”, but ask them to see if what they think they know is confirmed as they listen to the story read aloud.

ACTIVITY 3: READ ALOUD AND CLASS DISCUSSION

Students follow along as they listen to the text being read aloud, and the teacher leads a discussion guided by a series of text-dependent questions.

INSTRUCTIONAL NOTES

The close reading of the first section of text serves three primary purposes: to ensure comprehension of an important part of the text, to orient students to the practice of close reading, and to guide students in using questions to search for textual evidence.

Use the discussions about both the guiding and text-specific questions to help students learn the essential skills of selecting interesting and

significant textual details and connecting them inferentially. Also encourage students to develop and use their own text-specific questions related to the guiding and modeled questions. This process links directly to the close reading skills they may have practiced in the Reading Closely for Textual Details unit or a previous EBC unit, and to the forming of evidence-based claims they will do in Activity 4.

Students follow along as they listen to the teacher (or a volunteer student) read the first four sections of “The Red Convertible” aloud. The first four sections of the narrative introduce the reader to the narrator, Lyman, and main characters (Henry Junior and, perhaps, the red Olds convertible); they also establish the basis for its complication (Henry’s stint in Vietnam) as well as revealing the episodic structure of the narrative and foreshadowing its ending. Following the reading, the teacher leads a discussion guided by text-dependent questions that focus on specific passages and narrative techniques.

In the very first paragraph, Erdrich introduces the main characters of the story and the general sequence of its narrative plot. What details has the author chosen to tell us? What does the sentence, “We owned it together until his boots filled with water on a windy night” make us wonder about as we begin the narrative?

Louise Erdrich is an award-winning author of fiction, poetry, children’s literature, and non-fiction, mostly featuring Native American characters and settings, and has been classified as a “postmodernist” writer. She is an enrolled member of the Turtle Mountain Band of Chippewa Indians and was among the first Native American women to attend and graduate from Dartmouth College (in 1976). In “The Red Convertible,” set in 1974, Erdrich tells her story through the persona of one of her repeating characters, Lyman Lamartine. In this first paragraph, which ultimately ends up also being the final moment of and comment on the story, Lyman briefly introduces himself and the two other main characters of the story, his brother, Henry Junior, and the Red Convertible they buy and own together. The paragraph, in its cryptic sparseness, provides interesting opportunities for close reading and for student

≡ ACTIVITY 3: READ ALOUD AND ≡ CLASS DISCUSSION (CONT'D)

INSTRUCTIONAL NOTES

questioning that can drive their reading of the rest of the story. In particular, this question sequence asks students to focus on the phrase “until his boots filled with water,” which at this point in the reading makes little sense but which ultimately foreshadows the final moments of the narrative sequence. They might also think about why “Lyman walks everywhere he goes.”

Who tells us the story, and why is that important? What details do we learn about Lyman in the first two sections of the text (paragraphs 1-8), and what do those details tell us about the narrator's view of the story, role in it, perspective and voice?

An emphasis of this unit, and the reading of “The Red Convertible,” is on what critics Cleanth Brooks and Robert Penn Warren have referred to as the “focus of the narration” – also often referred to as “point of view.” This story unfolds through the eyes of a first person narrator, who is telling both his own story and one he has observed – without an “omniscient” ability to go into the thoughts of other characters like Henry. In the first two sections of the text, Lyman presents various details of his life as a Chippewa who “was different that way” in that he “could always make money,” and how he came to own the Red Convertible with his brother Henry. In doing close reading, students might focus on paragraph 8 (“I do remember this one place...”) and compare how/what the reader learns about Lyman and his view of the world through his description of a place with how/what we have learned earlier through his direct telling of his own background story.

As we move through Sections 1-4 of the story, what happens with time? What details in the short episodes Lyman recounts suggest a general sequence of events, and what details seem to be omitted?

Erdrich’s use of time, and the episodic nature of the story, is one of the key aspects of its craft. Students might diagram what “happens” in time in sections 1-4, listing key details, then examine if the order of the plot matches the order of the events (it doesn’t, mostly because the narrative starts at its end, then goes way backward in time following the first paragraph to fill in background events, then jumps forward to an isolated episode (addressed in question 4), and finally up to the turning point when Henry enters the military (addressed in question 5). Listing details of what the reader comes to know through Lyman’s episodic narration also sets up a listing/discussion of all the things the reader doesn’t know – what Erdrich has chosen to omit, and the impact of the narrative’s sparseness on the experience of reading and understanding it.

ACTIVITY 3: READ ALOUD AND CLASS DISCUSSION (CONT'D)

INSTRUCTIONAL NOTES

Section 3 (paragraphs 9-20) presents a short vignette, seemingly unconnected to the rest of the story. Why might Erdrich have chosen to include the incident with the girl and her long hair? What do we learn in this section about Henry Junior as a character, and how is this revealed to us?

The episode, or vignette, of Lyman's and Henry's unexpected trip to Chicken, Alaska after they meet the enigmatic character Susy seems randomly inserted into the narrative, is oddly comic, but also important in revealing more about the two main characters to the reader. Students might focus close reading on paragraph 16 ("We got up there and never wanted to leave..."), which reveals more about Lyman through his description of the Alaskan summer, and paragraphs 19-20 ("Then my brother Henry did something funny...") in which the scene Lyman describes offers a counterpoint description of Henry before he goes to Vietnam to the Henry described later after he returns from the war.

Near the end of the section, Lyman tells us that, "We got home just in time, it turned out, for the army to remember Henry had signed up to join it." Why might Erdrich have chosen to present this important narrative detail in such an understated way? How do key details in the paragraphs that follow (22-25) begin to turn the story in a different direction?

The detail that is so sparsely and cryptically revealed through this sentence turns out to be a key turning point, which affects everything that happens in the rest of the narrative. Discussing how the author reveals this important event in the narrative sequence, why, and the impact on the reader's experience provides students with an opportunity to do close reading of what follows and how Erdrich again uses Lyman, the narrator, to filter what the reader learns.

What few details do we learn about Henry's time in Vietnam? How does hearing the narrator's sparse recounting affect our understanding and anticipation of the rest of the narrative? Why might Erdrich choose to have Lyman say in paragraph 24: "But Henry was never lucky in the same way as me"?

On first reading, for many students, this story will be about the tragic effects of the Vietnam war on a character and his family. And yet Erdrich chooses to tell us (through Lyman) very little about what Henry experienced in the war. Listing the few details Lyman imparts sets up an opportunity to contrast this sparse narration with the more vivid descriptions of Henry *after* he returns from Vietnam (through which Erdrich lets us see the "effects" without really knowing anything about the "causes") in the next section of text to be read.



ACTIVITY 4: MODEL FORMING EBCs

The teacher models a critical reading and thinking process for forming EBCs about texts.

INSTRUCTIONAL NOTES

Based on the class discussion of the text, the teacher models a critical reading and thinking process for forming EBCs: from comprehension of textual details that stand out, to an inference that arises from examining the details, to a basic EBC that is supported by specific references back to the text.

Once the class has reached an understanding of the text, use the Forming EBC Lit Handout to introduce a three-step process for making a claim that arises from the text.

Exemplify the process by making a claim with the Forming EBC Tool. The tool is organized so that students first take note of “interesting” details that they also see as “related” to each other. The second section asks them to think about and explain a connection they have made among those details. Such “text-to-text” connections should be distinguished from “text-to-self” connections readers make between what they have read and their own experiences. These “text-to-text” connections can then lead them to a “claim” they can make and record in the third section of the tool – a conclusion they have drawn about the text that

can be referenced back to textual details and text-to-text connections. Have students follow along as you talk through the process with your claim.

To provide structured practice for the first two steps, you might give students a textual detail on a blank tool. In pairs, have students use the tool to find other details/quotations that could be related to the one you have provided, and then make/ explain connections among those details. Use the EBC Checklist 1 to discuss the claim, asking students to explain how it meets (or doesn't yet meet) the criteria.

[Note: Here and throughout the entire unit, you are encouraged to develop claims based on your own analysis and class discussion. The provided models are possibilities meant more to illustrate the process than to shape textual analysis. Instruction will be most effective if the claims used in modeling flow naturally from the textual ideas and details you and the students find significant and interesting. Also, while the tools have three or four places for supporting evidence, students should know that not all claims require three pieces of evidence. Places on the tools can be left blank.]



INDEPENDENT READING ACTIVITY

Students independently read the sections 5-8 (paragraphs 26-46) of “The Red Convertible,” through: “We started off, east, toward Pembina and the Red River because Henry said he wanted to see the high water,” and use the Making EBC Tool to find evidence to support the teacher-provided claim. This activity overlaps with the first activity of Part 2 and can be given as homework or done at the beginning of the next class.



ASSESSMENT OPPORTUNITIES

The Forming EBC Tool should be evaluated to get an initial assessment of students’ grasp of the relationship between claims and textual evidence. Even though the work was done together with the class, filling in the tool helps them get a sense of the critical reading and thinking process and the relationships among the ideas. Also make sure that students are developing the habit of using quotation marks and recording the reference.

PART 2

MAKING EVIDENCE-BASED CLAIMS

“I still see that picture now, as if it tugs at me”

OBJECTIVE:

Students develop the ability to make evidence-based claims through a close reading of the text.



ACTIVITIES

1- INDEPENDENT READING AND FINDING SUPPORTING EVIDENCE

Students independently read part of the text and use the Making EBC Tool to look for evidence to support a claim made by the teacher.

2- READ ALOUD AND CLASS DISCUSSION

Students follow along as they listen to the same part of the text being read aloud and discuss a series of text-dependent questions.

3- FIND SUPPORTING EVIDENCE IN PAIRS

In pairs, students use the Making EBC Tool to look for evidence to support additional claims about the text made by the teacher.

4- CLASS DISCUSSION OF EBCs

The class discusses evidence in support of claims found by student pairs.

5- FORMING EBCs IN PAIRS

In pairs, students use the Forming EBC Tool to make an evidence-based claim of their own and present it to the class.

ESTIMATED TIME: 1-3 days

MATERIALS:

Making EBC Tool
Forming EBC Lit Handout
Forming EBC Tool
EBC Criteria Checklist I
TCD Checklist



ALIGNMENT TO CCSS

TARGETED STANDARD(S): RL.11-12.1

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

SUPPORTING STANDARD(S): RL.11-12.3 RL.11-12.5 RL.6 SL.11-12.1

RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.6: Assess how point of view or purpose shapes the content and style of a text.

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

≡ ACTIVITY 1: INDEPENDENT READING AND ≡ FINDING SUPPORTING EVIDENCE

Students independently read part of the text and use the Making EBC Tool to look for evidence to support a claim made by the teacher.

INSTRUCTIONAL NOTES



Students independently read sections 5-8 (paragraphs 26-46) of “The Red Convertible,” through: “We started off, east, toward Pembina and the Red River because Henry said he wanted to see the high water.”

As students read, they should be thinking about several broad guiding questions, related to the author’s choices, the narrative’s structure, and the ways in which characters and their relationships are revealed: What choices do I notice the author making? How is the narrative structured and how does it unfold in time? How do I come to know more about its characters, their conflicts, and their relationships?

Depending on scheduling and student ability, students can be assigned to read and complete the tool for homework. Teachers should decide what works best for their students. It’s essential that students have opportunity to read the text independently. All students must develop the habit of perseverance in reading. Assigning the reading as homework potentially gives them more time with the text. Either way, it might be a good idea to provide some time at the beginning of class for students to read the

section quietly by themselves. This ensures that all students have had at least some independent reading time.

Also depending on scheduling and student ability, some students might choose (or be encouraged) to read ahead. Instructional focus should follow the pacing outlined in the activities, but students will only benefit from reading and re-reading the text throughout the duration of the unit.

≡ ACTIVITY 2: READ ALOUD AND ≡ CLASS DISCUSSION

Students follow along as they listen to the same part of the text being read aloud and discuss a series of text-dependent questions.

INSTRUCTIONAL NOTES



Students follow along as they listen to the teacher (or a volunteer student) read sections 5-8 of “The Red Convertible” aloud. These sections of the story are largely focused on revealing and developing the two main characters of the story, Lyman (the narrator) and Henry Junior. The narrative structure is again episodic in nature, presenting the narrator’s description of scenes in which Henry sits in front of the TV “completely still,” Lyman takes a hammer to the red convertible and “whacks it up,” Henry nearly “freeze[s] himself to death” restoring the ruined car, and the two of them “stand together for a picture” before

ACTIVITY 2: READ ALOUD AND CLASS DISCUSSION (CONT'D)

INSTRUCTIONAL NOTES

going for a drive. The final section of this passage (section 8, paragraphs 45-46) presents Lyman's conflicted musings about that haunting picture. Thus, this segment of the narrative provides opportunities to read closely for details and form claims related to the author's choices regarding narrative structure and character development – which is why the set of questions below suggest directions for possible claims (which can be followed or ignored in favor of a more student-directed approach).

At the start of section 5 (paragraph 26), the narrative structure has jumped forward to “when Henry came home... very different” and “the change was no good.” What details does Erdrich (through Lyman) choose to give us about Henry? What details does she omit? What claim might a reader make about the impact of Erdrich's description on our sense of Henry as a conflicted and evolving character?

Students should now be reading the text with an eye to forming claims and finding supporting evidence. Students might do close readings of paragraphs 26-29, in which the author both tells the reader about how Henry is “very different” and describes several scenarios that provide ample evidence of Henry's disintegration. This is a first opportunity for students to use descriptive details to generate a claim about how a character is revealed and the impact on the reader's experience.

The Red Convertible returns as a “character” in the story in paragraph 33 when Lyman simply says, “Then I thought about the car.” Why might Erdrich again have chosen to understate this key narrative turning point?

An interesting aspect of this question bundle (and point in the story) is to discuss whether the car can be seen as an actual “character” in the story – or whether it is just an object, or a symbol. Either way, the author again introduces a key turning point in the story, through Lyman's narration, in a most understated way. Students might now be able to form claims about the use of such understatement within the narrative sequence, and the impact on a reader's experience.

What details from the episodes and events in these sections of the narrative complicate our understanding of Henry and Lyman? What claim might a reader make about how and why Erdrich chooses to present their changing relationship as characters?

Students have previously examined how Erdrich chooses to reveal her characters, and in this section they can examine textual details to discuss how those characters, and their relationship, change within the narrative, why those changes occur, what their impact is on the story and its meaning, and the ways in which the author “complicates” the narrative through character development.

What details contribute to the vivid image of the “picture” Bonita takes of Henry and Lyman? Why does Erdrich present these details, then have Lyman tell us, “That picture. I never look at it anymore,” and later say, “I still see that picture now, as if it tugs at me, whenever I pass that closet door”? What claim might a reader make about Erdrich's use of the picture as a representation of Lyman's evolving relationship with Henry?

ACTIVITY 2: READ ALOUD AND CLASS DISCUSSION (CONT'D)

INSTRUCTIONAL NOTES



In a reading of the story on a “symbolic” level, the two prominent symbolic images are arguably the car itself and the photo that Bonita takes just before Lyman and Henry go on their final drive. Students might do a close reading of paragraphs 44 and 46 (“We went out to the car...” and “I still see that picture now...”) and discuss the details of what Lyman (and Erdrich) cause them to “see” in the photo, and how those details are representative of Lyman’s and Henry’s characters and relationship. Section 8 of the story also turns out to be another instance in which the narrative structure jumps in time (to a point after its final events but perhaps before what is recounted in the first paragraph). If we ask (as we later do), “whose story is it,” this section of the narrative seems to make it be Lyman’s story, suggesting what has happened to him as a result of his changing relationship with Henry. It is one of the most interesting sections of the text to use for close examination of the author’s craft, and the contribution of Erdrich’s choices and techniques to the story’s emerging meaning.

ACTIVITY 3: FIND SUPPORTING EVIDENCE

In pairs, students use the Making EBC Tool to look for evidence to support additional claims about the text made by the teacher.

INSTRUCTIONAL NOTES

Once the class has reached a solid understanding of the text, connect it to the skill of making claims and supporting them with evidence by presenting a few main claims. Pass out the tools and have students work in pairs to find evidence to support the claims.

Collect each student’s Making EBC Tool with the evidence they found for the first claim. These should be evaluated to get an assessment of where each student is in the skill development. Students should use their tools for their work in pairs—repeating the first claim and refining their evidence based on the read aloud and class discussion. Even though students are not finding the evidence independently, they should each fill in the tools to reinforce their acquisition of the logical structure among the ideas. Students should get into the habit of using quotation marks when recording direct quotes and

including the line numbers of the evidence.

The instructional focus here is developing familiarity with claims about texts and the use of textual evidence to support them. Students should still not be expected to develop complete sentences to express supporting evidence. The pieces of evidence should be as focused as possible. The idea is for students to identify the precise points in the text that support the claim. This focus is lost if the pieces of evidence become too large. The tools are constructed to elicit a type of “pointing” at the evidence.

One approach for ensuring a close examination of claims and evidence is to provide erroneous claims that contradict textual evidence and ask students to find the places that disprove the claim. Students could then be asked to modify it to account for the evidence.



ACTIVITY 4: CLASS DISCUSSION OF EBCs

The class discusses evidence in support of claims found by student pairs.

INSTRUCTIONAL NOTES

After students have finished their work in pairs, regroup for a class discussion. Have pairs volunteer to present their evidence to the rest of the class. Discuss the evidence, evaluating how each piece supports the claims. Begin by modeling the evaluation, referring to the checklist, and then call on students to evaluate the evidence shared by the other pairs.

They can offer their own evidence to expand the discussion. Carefully guide the exchanges, explicitly asking students to support their evaluations with reference to the text.

These constructive discussions are essential for the skill development. Listening to and evaluating the evidence of others and providing text-based criticism expands students' capacity

to reason through the relationship between claims and evidence. Paying close attention to and providing instructional guidance on the student comments is as important to the process as evaluating the tools, and creates a class culture of supporting all claims (including oral critiques) with evidence.

Using the Text-Centered Discussion Checklist is one way of talking about and supporting student participation in class and pair discussions, especially if students are already familiar with the TCD checklist from previous units. If not, time can be taken (if desired) to introduce them to some or all of the criteria of effective text-centered discussions.



ACTIVITY 5: FORMING EBCs IN PAIRS

In pairs, students use the Forming EBC Tool to make an evidence-based claim of their own and present it to the class.

INSTRUCTIONAL NOTES

Once the claims and evidence have been discussed, students return to the pairs and use the tool to make an evidence-based claim of their own. Pairs should make a single claim, but each student should fill in his or her own tool. Regroup and discuss the claims and evidence as a class. Pairs can use their tool to present their claims and evidence orally.

Talk through the process modeled in the tool, including the nature of the details that stood out to students, the reasoning they used to group and relate them, and the claim they developed from the textual evidence.

Draw upon the Forming EBC Lit Handout and EBC Criteria Checklist I to help guide discussion.



INDEPENDENT READING ACTIVITY

Students independently read the final two sections of “The Red Convertible” (paragraphs 47-69). As students read, they should be thinking about several broad guiding questions – related to the author’s choices, the narrative’s resolution, and its impact on the meaning they derive from the story: What choices do I notice the author making? Where does the narrative end - with what details, events, or thoughts? What seems unexpected, troubling, or ironic about the resolution of the narrative? How does the ending influence/change our reading and understanding of the narrative? They use the Forming EBC Tool to make a claim and support it with evidence.



ASSESSMENT OPPORTUNITIES

The Making EBC Tools should be evaluated to assess the development of the student’s grasp of the relationship between claims and textual evidence. They should show progress in the relevance and focus of the evidence. The Forming EBC Tools are students’ first attempts at making their own claims with the help of a peer. Basic claims are fine at this point. Use the EBC Criteria Checklist to structure the evaluation and feedback to students. Evaluation should focus on the validity and clarity of the claim and the relevance of the evidence. Recording the “thinking” part of the tool is important in order to strengthen the student’s reasoning skills as well as provide them with the academic vocabulary to talk about them.

Evidence should be in quotation marks and the reference recorded. Using quotation marks helps students make the distinction between quotes and paraphrases. It also helps them to eventually incorporate quotes properly into their writing. Recording references is critical not only for proper incorporation in writing, but also because it helps students return to text for re-evaluating evidence and making appropriate selections.

The Text-Centered Discussion Checklist can be used to evaluate student participation in discussions for formative and diagnostic information. Teachers and students can get a sense of areas where development in speaking and listening skills is needed.

PART 3

ORGANIZING EVIDENCE-BASED CLAIMS

“My boots are filling”

OBJECTIVE:

Students expand their ability into organizing evidence to develop and explain claims through a close reading of the text.



ACTIVITIES

1- INDEPENDENT READING AND FORMING EBCs

Students independently read the rest of the text and use the Forming EBC Tool to make an evidence-based claim.

2- READ ALOUD AND CLASS DISCUSSION

Students follow along as they listen to the text being read aloud and discuss a series of text-dependent questions.

3- MODEL ORGANIZING EBCs

The teacher models organizing evidence to develop and explain claims using student evidence-based claims and the Organizing EBC Tool.

4- ORGANIZING EBCs IN PAIRS

In pairs, students develop a claim with multiple points using the Organizing EBC Tool.

5- CLASS DISCUSSION OF STUDENT EBCs

The class discusses the evidence-based claims developed by student pairs.

ESTIMATED TIME: 1-3 days

MATERIALS:

Organizing EBC Tool
Forming EBC Tool
EBC Criteria Checklist I



ALIGNMENT TO CCSS

TARGETED STANDARD(S): RL.11-12.1

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

SUPPORTING STANDARD(S): RL.11-12.3 RL.11-12.5 RL.6 SL.11-12.1

RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.6: Assess how point of view or purpose shapes the content and style of a text.

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

≡ ACTIVITY 1: INDEPENDENT READING AND FORMING EBCs

Students independently read the rest of text and use the Forming EBC Tool to make an evidence-based claim.

INSTRUCTIONAL NOTES



Students independently read the final two sections of “The Red Convertible” (paragraphs 47-69). As students read, they should be thinking about several broad guiding questions, related to the author’s choices, the narrative’s resolution, and its impact on the meaning they derive from the story: What choices do we notice the author making? Where does the narrative end - with what details, events, or thoughts? What seems unexpected, troubling, or ironic about the resolution of the narrative? How does the ending influence/change our reading and understanding of the narrative?

Depending on scheduling and student ability, students can be assigned to read and complete the tool for homework. Teachers should decide what works best for their students. It’s essential that students have an opportunity to read the text independently. All students must develop the habit of perseverance in reading. Assigning

the reading as homework potentially gives them more time with the text. Either way, it might be a good idea to provide some time at the beginning of class for students to read quietly by themselves. This ensures that all students have had at least some independent reading time.

≡ ACTIVITY 2: READ ALOUD AND CLASS DISCUSSION

Students follow along as they listen to part of the text being read aloud and discuss a series of text-dependent questions.

INSTRUCTIONAL NOTES



The final sections of “The Red Convertible” present climactic scenes in which Lyman and Henry momentarily re-establish their brotherly bond, then fight about whose car the red convertible should become, until their animosity dissolves in laughter and too many beers. Erdrich dramatically describes the final moments of Henry’s life (and the convertible’s) through Lyman’s eyes, resolving the story in the poignant and ironic moment when Henry says simply, “My boots are filling” and thus connects the ending of the narrative to the foreshadowing in the first paragraph. The final two sections thus provide opportunities for students to look closely at descriptive details and language that are much more vivid and immediate than elsewhere in the story, and to analyze the narrative’s resolution and develop claims about its relationship to the narrative structure, point of view, character development, and meaning.

ACTIVITY 2: READ ALOUD AND CLASS DISCUSSION (CONT'D)

INSTRUCTIONAL NOTES

The first four paragraphs of section 9 (47-50) are almost cinematic in the unusual vividness with which Lyman recalls the scene; what details and images stand out when these paragraphs are read closely? Why might the author have chosen to make this scene so dramatic, and how does the mood of the description relate to the story's narrative sequence and meaning?

These paragraphs offer a powerful opportunity to pay close attention to Erdrich's use of imagery, in a story sometimes void of description. Students might make claims about the impact of the scene on their reading, and also about how the imagery presented both creates atmosphere and has symbolic meaning.

Why might Erdrich have chosen the words and images Lyman uses to describe Henry in paragraph 49: "His face was totally white and hard. Then it broke, like stones break all of a sudden when water boils up inside of them"? What happens with time (and verb tenses) in the very next sentence? Why might the author have chosen to make this shift?

This sentence, and what follows, may be among the most technically interesting aspects of the narrative for students to analyze. Lyman, who has rarely been particularly poetic in his previous descriptions, now describes Henry using vivid figurative language – with his images and similes powerfully connected to the meaning of the entire narrative. Most students (most readers?) will not immediately notice that Erdrich also changes the verb tenses (and thus time frame) following this sentence, from the past tense through which the story has previously been recounted to the present, through which the final events are now immediately presented. She has previously foreshadowed this time shift in the very first paragraph, when Lyman shifts from "owned" to "owns" when talking about Henry and the car. This sort of small, but ultimately very significant, aspect of the story's craft presents an opportunity for students to think, and make claims about, how subtle choices by the author can greatly impact the reading experience – even sometimes when a reader is not at first consciously aware of them.

Paragraph 64, which begins with Lyman's statement that "I think it's the old Henry again" offers more vivid description – this time of Henry's last "dance" before he shouts, "Got to cool me off!" and jumps in the river. What claim might a reader make about Henry's state of mind in his last moments, based on evidence drawn from this and previous descriptions?

This paragraph is another powerful opportunity to do close reading of Erdrich's use of descriptive language, as filtered through Lyman's eyes. It also represents what might be seen as the final, climactic scene before the story's denouement. Students may read the scene differently, and make a range of claims about Henry's state of mind before he enters the river. As long as they can support those claims with evidence from the text, that is a good thing – because Erdrich has allowed for many readings of the final part of the narrative.

ACTIVITY 2: READ ALOUD AND CLASS DISCUSSION (CONT'D)

INSTRUCTIONAL NOTES

Henry's last words, "My boots are filling," ironically connect back to Lyman's statement in the opening paragraph of the narrative; how does this final scene make us re-read and re-think the story's beginning? What claim might a reader make about why Erdrich has chosen to structure the narrative in this circular fashion, and why the author has used foreshadowing and flashback to set up the narrative's ironic ending?

For many readers, coming to Henry's last words in the final climactic scene of his life can produce "goose bumps," the jarring recognition of how the story has inevitably (though cryptically) led to this point from its first paragraph. Erdrich's brilliant connecting of the foreshadowed sentence from paragraph one, "We owned it together until his boots filled with water on a windy night" and these final words presents a chilling and poignant example of her craft as a writer. It also provides textual evidence students can use to make claims about the story's circular narrative structure, and the impact of that structure on the meaning that emerges for them as readers.

What specific words does Erdrich choose in the final paragraph to heighten its drama, irony, and meaning? How does the convertible's final moment add additional meaning to the story?

Some readers may see the final scene, in which Lyman drives the car into the river, as troubling or anticlimactic – others as inevitable or even triumphant. However students read this last paragraph, it presents opportunities to examine textual detail and description, and to make claims about both the symbolic meaning of the Red Convertible and the impact of the final image, its "searching" then "finally dark" headlights, on the experience and meaning of Erdrich's story.

Whose story ultimately is it: Henry's, Lyman's, or the Red Convertible's?

- ◇ *If the story is about its central character, Henry Junior, and his post-Vietnam unraveling, what claim might a reader make about how the author has structured and crafted the story to suggest this reading?*
- ◇ *If the story is about its narrator, Lyman, and why he ends by telling us he now "walks everywhere he goes," what claim might a reader make about how the author has structured and crafted the story to suggest this reading?*
- ◇ *If the story is ultimately about the car and its symbolic meaning, what claim might a reader make about how the author has structured and crafted the story to suggest this reading?*

The three alternative readings of the story suggested by this set of questions may seem artificial to some, since the narrative's power is that it can present, encompass, and intertwine all three stories at once. However, to take a stand as to "whose story it is" presents students with a good opportunity to think more specifically about how to use evidence to support and "argue for" a claim which differs from someone else's reading and interpretation of a literary work (which is what scholars and critics spend their careers doing!). This question also sets up the possibility for an interesting final discussion/debate about the story and its various meanings – and how Erdrich's craft as a writer contributes to each and all of those meanings.

ACTIVITY 3: MODEL ORGANIZING EBCs

The teacher models organizing evidence to develop and explain claims using student evidence-based claims and the Organizing EBC Tool.

INSTRUCTIONAL NOTES

The central focus of Part 3 is learning the thinking processes associated with developing an evidence-based claim: reflecting on how one has arrived at the claim; breaking the claim into parts; organizing supporting evidence in a logical sequence; anticipating what an audience will need to know in order to understand the claim; and, eventually, planning a line of reasoning that will substantiate the claim. This is a complex set of cognitive skills, challenging for most students, but essential so that students can move from the close reading process of arriving at a claim (Parts 1-2 of the unit) to the purposeful writing process of explaining and substantiating that claim (Parts 4-5).

How a reader develops and organizes a claim is dependent upon the nature of the claim itself – and the nature of the text (or texts) from which it arises. In some cases – simple claims involving literal interpretation of the text – indicating where the claim comes from in the text and explaining how the reader arrived at it is sufficient. This suggests a more straightforward, explanatory organization. More complex claims, however, often involve multiple parts, points, or premises, each of which needs to be explained and developed, then linked in a logical order into a coherent development.

Students only learn how to develop and organize a claim through practice, ideally moving over time from simpler claims and more familiar organizational patterns to more complex claims and organizations.

Students can be helped in learning how to develop a claim by using a set of developmental guiding questions such as the following: [Note: the first few questions might be used with younger or less experienced readers, the latter questions with students who are developing more sophisticated claims.]

- What do I mean when I state this claim? What am I trying to communicate?
- How did I arrive at this claim? Can I “tell the story” of how I moved as a reader from the literal details of the text to a supported claim about the text?
- Can I point to the specific words and sentences in the text from which the claim arises?
- What do I need to explain so that an audience can understand what I mean and where my claim comes from?
- What evidence (quotations) might I use to illustrate my claim? In what order?
- If my claim contains several parts (or premises), how can I break it down, organize the parts, and organize the evidence that goes with them?
- If my claim involves a comparison or a relationship, how might I present, clarify, and organize my discussion of the relationship between parts or texts?

ACTIVITY 3: **MODEL ORGANIZING EBCs (CONT'D)**

INSTRUCTIONAL NOTES

Students who are learning how to develop a claim, at any level, can benefit from graphic organizers or instructional scaffolding that helps them work out, organize, and record their thinking. While such models or templates should not be presented formulaically as a “how to” for developing a claim, they can be used to support the learning process. The Organizing EBC Tool can be used to provide some structure for student planning – or you can substitute another model or graphic organizer that fits well with the text, the types of claims being developed, and the needs of the students.

Begin by orienting students to the new tool and the idea of breaking down a claim into parts and organizing the evidence accordingly.

Ask for a volunteer to present his or her claim and supporting evidence. Use the example as a basis for a discussion. Based on the flow of discussion, bring in other volunteers to present their claims and evidence to build and help clarify the points. Work with students to hone and develop a claim. As a class, express the organized claim in the Organizing EBC Tool. The provided teacher version is one possible way a claim could be expressed and organized.

ACTIVITY 4: ORGANIZING EBCs IN PAIRS

In pairs, students develop and organize a claim using the Organizing EBC Tool.

INSTRUCTIONAL NOTES

When the class has reached a solid expression of an organized evidence-based claim, have students work in pairs, using the tool to develop and organize another claim.

You might want to give students some general guidance by directing their focus to a specific section of the text.

≡ ACTIVITY 5: CLASS DISCUSSION OF ≡ STUDENT EBCs

After students have finished their work in pairs, regroup for a class discussion about their EBCs.

INSTRUCTIONAL NOTES

Have pairs volunteer to present their claims and evidence to the rest of the class. Discuss the evidence and organization, evaluating how each piece supports and develops the claims. Repeat the process from activity two, using

student work to explain how evidence is organized to develop aspects of claims. The teacher version of the Organizing EBC Tool is one possible way a claim could be expressed and organized.

≡ INDEPENDENT READING ACTIVITY

Students read Tim O'Brien's "On the Rainy River," and use the Forming EBC Tool to make any claim and support it with evidence. This activity overlaps with the first activity of Part 4 and can be given as homework or done at the beginning of the next class.

≡ ASSESSMENT OPPORTUNITIES

Students are now beginning to develop more complex claims about challenging portions of the text. Their Forming EBC Tool should demonstrate a solid grasp of the claim-evidence relationship, but do not expect precision in the wording of their claims. Using the Organizing EBC Tool will help them clarify their claims as they break them into parts and organize their evidence. How they have transferred their information will demonstrate their grasp of the concept of organizing. Their second Organizing EBC Tool should show progress in all dimensions including the clarity of the claim and the selection and organization of evidence. Use the EBC Criteria Checklist I to structure the evaluation and feedback to students.

PART 4

WRITING EVIDENCE-BASED CLAIMS

“This is one story I’ve never told before.”

OBJECTIVE:

Students develop the ability to express evidence-based claims in writing through a close reading of the text.



ACTIVITIES

1- INDEPENDENT READING AND MAKING EBCs

Students independently read the text and use the Forming EBC Tool to develop an evidence-based claim.

2- MODEL WRITING EBCs

The teacher introduces and models writing evidence-based claims using a claim developed in Part 3.

3- WRITING EBCs IN PAIRS

In pairs, students write evidence-based claims using one of their claims from Part 3.

4- CLASS DISCUSSION OF WRITTEN EBCs

The class discusses the written evidence-based claims of volunteer student pairs.

5- READ ALOUD AND CLASS DISCUSSION

The class discusses their new evidence-based claims and students read aloud portions of the text.

6- INDEPENDENT WRITING OF EBCs

Students independently write their new evidence-based claims.

ESTIMATED TIME: 1-3 days

MATERIALS:

Writing EBC Handout
Forming EBC Tool
Organizing EBC Tool
EBC Criteria Checklist II
TCD Checklist



ALIGNMENT TO CCSS

TARGETED STANDARD(S): RL.11-12.1 W.11-12.9a W.11-12.4

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.11-12.9a: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SUPPORTING STANDARD(S): RL.11-12.3 RL.11-12.5 RL.6 W.11-12.2

RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.6: Assess how point of view or purpose shapes the content and style of a text.

W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

ACTIVITY 1: INDEPENDENT READING AND MAKING EBCs

Students independently read the text and use the Forming EBC Tool to develop an evidence-based claim.

INSTRUCTIONAL NOTES

Depending on scheduling and student ability, students can be assigned to read and complete the tool for homework. Teachers should decide what works best for their students. It's essential that students have an opportunity to read the text independently. All students must develop the habit of perseverance in reading. Assigning

the reading as homework potentially gives them more time with the text. Either way, it might be a good idea to provide some time at the beginning of class for students to read the text quietly by themselves. This ensures that all students have had at least some independent reading time.

While practicing the skills of writing evidence-based claims, students will also be reading and analyzing (more independently) a second work, Tim O'Brien's "On the Rainy River," a fictional narrative that recounts O'Brien's struggles with what to do after receiving his draft notice in 1968 and facing a military stint in Vietnam (which, like Henry's in "The Red Convertible," is not described for us). O'Brien's narrative presents an interesting pairing with "The Red Convertible," not only because of its topical and thematic connections, but also because of its use of similar narrative techniques: first person narration, episodic narrative structure employing foreshadowing and flashback, techniques of character presentation and development, and ironic resolution.

Students should first read the entire narrative independently, thinking about several broad guiding questions that should now be familiar to them: What choices do I notice the author making? How is the narrative structured? How does it unfold in time – chronologically or not? Who tells the story? What do details and language reveal about the point of view of its narrator?

After their independent reading, students might discuss observations they can already make in response to these questions, then the teacher can read (or have a student volunteer read) the narrative out loud to them – so they can hear the narrator's voice telling his story. Following this, students might work in pairs to analyze how O'Brien has structured his narrative, keying each episode with the introductory sentence(s) to each section (Note: sections are marked by additional white space between paragraphs). Student pairs might go back and examine those section-opening sentence(s) (listed below), then closely re-read what follows:

- 1 – "This is one story I've never told before."
- 2 – "I spent the summer of 1968 working in an Armour meat packing plant in my hometown..."
- 3 – "I drove north."
- 4 – "We spent six days together at the Tip Top Lodge."
- 5 – "Looking back after twenty years, I sometimes wonder if the events of that summer didn't happen in some other dimension..."

ACTIVITY 1: INDEPENDENT READING AND MAKING EBCs (CONT'D)

INSTRUCTIONAL NOTES

6 – “On my last full day, the sixth day, the old man took me out fishing on the Rainy River.”

7 – “I don’t remember saying goodbye.”



Examining the transitions into each episodic section of the narrative can help students see its skeletal structure – from which they can identify important narrative details that emerge in each of the story’s episodes. They might then discuss, analyze, and form a written claim about how O’Brien has used and presented time and or narrative details within his work, and the impact of narrative structure on their reading and understanding.

ACTIVITY 2: MODEL WRITING EBCs

The teacher introduces and models writing evidence-based claims using a claim developed in Part 3.

INSTRUCTIONAL NOTES

Parts 1-3 have built a solid foundation of critical thinking and reading skills for developing and organizing evidence-based claims. Parts 4 and 5 focus on expressing evidence-based claims in writing. Class discussions and pair work have given students significant practice expressing and defending their claims orally. The tools have given them practice selecting and organizing evidence. Expressing evidence-based claims in writing should now be a natural transition from this foundation.

Begin by explaining that expressing evidence-based claims in writing follows the same basic structure that they have been using with the tools; one states a claim and develops it with evidence. Discuss the additional considerations when writing evidence-based claims like establishing a clear context and using proper techniques for incorporating textual evidence. Introduce the EBC Criteria Checklist II with the additional writing-related criteria. The Writing EBC Handout gives one approach to explaining writing evidence-based claims. Model example

written evidence-based claims are provided with the materials.

Explain that the simplest structure for writing evidence-based claims is beginning with a paragraph stating the claim and its context and then using subsequent paragraphs logically linked together to develop the necessary points of the claim with appropriate evidence. (More advanced writers can organize the expression differently, like establishing a context, building points with evidence, and stating the claim at the end for a more dramatic effect. It’s good to let students know that the simplest structure is not the only effective way).

Incorporating textual evidence into writing is difficult and takes practice. Expect all students to need a lot of guidance deciding on what precise evidence to use, how to order it, and deciding when to paraphrase or to quote. They will also need guidance structuring sentence syntax and grammar to smoothly and effectively incorporate textual details, while maintaining their own voice and style.



ACTIVITY 2: MODEL WRITING EBCs (CONT'D)

INSTRUCTIONAL NOTES

Three things to consider when teaching this difficult skill:

- A “think-aloud” approach can be extremely effective here. When modeling the writing process, explain the choices you make. For example, “I’m paraphrasing this piece of evidence because it takes the author four sentences to express what I can do in one.” Or, “I’m quoting this piece directly because the author’s phrase is so powerful, I want to use the original words.”
- Making choices when writing evidence-based claims is easiest when the writer has “lived with the claims.” Thinking about a claim—personalizing the analysis—gives a writer an intuitive sense of how she wants to express it. Spending time with the tools selecting and organizing evidence will start students on this process.
- Students need to know that this is a process—that it can’t be done in one draft. Revision is fundamental to honing written evidence-based claims.



ACTIVITY 3: WRITING EBCs IN PAIRS

In pairs, students write evidence-based claims using their claims from Part 3.

INSTRUCTIONAL NOTES

Students return to the same pairs they had in Part 3 and use their Organizing EBC Tools as guidelines for their writing. Teachers should roam, supporting pairs by answering questions

and helping them get comfortable with the techniques for incorporating evidence. Use questions from pairs as opportunities to instruct the entire class.



ACTIVITY 4: CLASS DISCUSSION OF WRITTEN EBCs

The class discusses the written evidence-based claims of volunteer student pairs.

INSTRUCTIONAL NOTES

Have a pair volunteer to write their evidence-based claim on the board. The class together should evaluate the way the writing sets the context, expresses the claim, effectively organizes the evidence, and incorporates the evidence properly. Use the EBC Criteria Checklist II to guide evaluation. The Text-Centered Discussion Checklist (if being used) is helpful here to guide effective participation in discussion. Of course, it’s also a good opportunity to talk about grammatical structure

and word choice. Let other students lead the evaluation, reserving guidance when needed and appropriate. It is likely and ideal that other students will draw on their own versions when evaluating the volunteer pair’s. Make sure that class discussion maintains a constructive collegial tone and all critiques are backed with evidence.

Model written evidence-based claims are provided in the materials.

≡ ACTIVITY 5: READ ALOUD AND ≡ CLASS DISCUSSION

The class discusses their new evidence-based claims from Activity 1 and students read aloud portions of the text.

INSTRUCTIONAL NOTES

At this stage, this activity is reversed from earlier similar ones. Students should present their evidence-based claims and allow discussion to determine areas of the text to be read aloud. Students read aloud relevant portions to help

the class analyze claims and selected evidence. Have students transfer their claims from the Forming EBC Tool to the Organizing EBC Tool to help them organize and refine their evidence in preparation for writing.

Here students might again be engaged in independent close reading and analysis of parts of the O'Brien personal narrative. As an interesting comparison to "The Red Convertible," students might focus on passages in which O'Brien reveals aspects of characterization – either his own (as narrator and protagonist) or that of his benefactor, Elroy Berdahl. Students who study how the narrator's character is revealed and developed will want to read sections 1-2 and 5-6 closely. Students interested in studying the old man, and how he is described and revealed through the narrator's eyes, will want to focus on sections 3-4 and 6. Either analysis can be driven by the following general and text-specific questions:

1. Whose story is it? How do we come to know its characters (exposition)? What internal conflicts do they seem to face? What details suggest how/why they change (or don't)? How does characterization influence our reading and understanding of the narrative?

2. O'Brien initially tells us that "for more than twenty years I've had to live with it, feeling the shame," then concludes his narrative by flatly (and perhaps unexpectedly) saying: "I was a coward. I went to the war." In between this foreshadowing and ironic resolution, how does O'Brien use narrative structure and textual details to suggest his internal conflict, why it might have driven him to do what he recounts in the story, and why he ultimately sees himself as a "coward"? What claim might a reader make about how O'Brien's revealing of his own character influences our reading and understanding of his narrative?

3. In his final description of the old man in paragraphs 75-6, O'Brien says, "He was a witness, like God, or like the gods, who look on in absolute silence as we live our lives, as we make our choices or fail to make them. 'Ain't biting,' he said." How have textual details, as presented through O'Brien's recollection of them, created a rich and intriguing picture of the old man to set up this final observation? If we think of the story as being about Elroy Berdahl as much as it is about O'Brien himself, what new meaning can we derive from it? What claim might a reader make about the narrative as also being the old man's story, and about how O'Brien has structured it thus to provide a balancing contrast to the "shame" of his own perceived failure?

ACTIVITY 6: INDEPENDENT WRITING OF EBCs

Students independently write their evidence-based claims from their Organizing EBC Tools.

INSTRUCTIONAL NOTES

Students should have refined their claims and developed an Organizing EBC Tool based on class discussion. Now they independently write their claims based on their tools.

INDEPENDENT READING ACTIVITY

Students review the two texts and use the Forming EBC Tool to make a new claim of their choice and develop it with evidence. This activity overlaps with the first activity of Part 5 and can be given as homework or done at the beginning of the next class.

ASSESSMENT OPPORTUNITIES

At this stage teachers can assess students' reading and writing skills. Students should be comfortable making claims and supporting them with organized evidence. Their tools should demonstrate evidence of mastery of the reading skill. Student writing should demonstrate the same qualities of organization. Make sure they have properly established the context; that the claim is clearly expressed; and that each paragraph develops a coherent point. Evaluate the writing for an understanding of the difference between paraphrase and quotation. All evidence should be properly referenced. Use the EBC Criteria Checklist II to structure the evaluation and feedback to students.

PART 5

DEVELOPING EVIDENCE-BASED WRITING

“I survived, but it’s not a happy ending.”

OBJECTIVE:

Students develop the ability to express global evidence-based claims in writing through a close reading of the text.



ACTIVITIES

1- INDEPENDENT READING AND MAKING EBCs

Students independently review the two texts and use the Forming EBC Tool to make a new evidence-based claim.

2- CLASS DISCUSSION OF GLOBAL EBCs

The teacher analyzes volunteer students’ written evidence-based claims from Part 4 and discusses developing global EBCs.

3- PAIRS DISCUSS THEIR EBCs

Students discuss their new claims in pairs and then with the class.

4- INDEPENDENT WRITING OF FINAL PIECE

Students independently write a final evidence-based writing piece using their new claims.

5- CLASS DISCUSSION OF FINAL WRITING PIECES

The class discusses final evidence-based writing pieces of student volunteers.

ESTIMATED TIME: 1-2 days

MATERIALS:

Forming EBC Tool
Organizing EBC Tool
Writing EBC Handout
EBC Criteria Checklist II
Evidence-Based Writing Rubric



ALIGNMENT TO CCSS

TARGETED STANDARD(S): RL.11-12.1 W.11-12.9a W.11-12.4

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.11-12.9a: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SUPPORTING STANDARD(S): RL.11-12.3 RL.11-12.5 RL.6 W.11-12.2

RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.6: Assess how point of view or purpose shapes the content and style of a text.

W.11-12-2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

≡ ACTIVITY 1: INDEPENDENT READING AND ≡ MAKING EBCs

Students independently review the entire text and use the Forming EBC Tool to make a new evidence-based claim.

INSTRUCTIONAL NOTES

Depending on scheduling and student ability, students can be assigned to read and complete the tool for homework. Teachers should decide what works best for their students. It's essential that students have an opportunity to read the text independently. All students must develop the habit of perseverance in reading. Assigning

the reading as homework potentially gives them more time with the text. Either way, it might be a good idea to provide some time at the beginning of class for students to read the text quietly by themselves. This ensures that all students have had at least some independent reading time.

≡ ACTIVITY 2: CLASS DISCUSSION OF ≡ GLOBAL EBCs

The teacher analyzes volunteer students' written evidence-based claims from Part 4 and discusses developing global EBCs that relate the meaning of a work to its literary craft and/or that compare two literary works in relationship to their authors' craft.

INSTRUCTIONAL NOTES



In the final activity sequence of the unit, students are writing and developing evidence-based claims that look more globally at the works they have studied, the authorial choices and techniques they have analyzed, and the meanings they have derived. Students should be encouraged to emphasize analysis of craft in their final claims and expected to reference specific textual evidence. However, they should also be allowed to make claims about what they have come to understand from the texts and the various meanings they have found in them – which may take some students into claims that are more thematic in nature. For their final claim, students might pursue any of the following options, or follow a path of the teacher's or their own choosing:

ACTIVITY 2: CLASS DISCUSSION OF GLOBAL EBCs (CONT'D)

INSTRUCTIONAL NOTES

1. Write and explain a global, multi-part claim about some aspect of author's craft in "The Red Convertible," and how that craft contributes to a "general and pervasive" meaning of the story (Brooks and Warren) as it has emerged for them through close reading and analysis.

2. Write and explain a global, multi-part claim about some aspect of author's craft in "On the Rainy River," and how that craft contributes to a "general and pervasive" meaning of the story as it has emerged for them through close reading and analysis.

3. Write and explain a global, multi-part claim that compares the two narratives in terms of an aspect of craft (e.g., narrative structure, point of view, character development, etc.) and the separate meanings that have emerged for them through their reading and analysis.



4. Write and explain a global, multi-part claim about an identified theme in one or both of the narratives, considering this definition by Cleanth Brooks and Robert Penn Warren about the relationships between theme and other aspects of a literary work: "The theme is what is made of the topic. It is the comment on the topic that is implied in the process of the story... The theme is what a piece of fiction stacks up to... the pervasive and unifying view of life which is embodied in the total narrative... the structure into which the various elements are fitted and in terms of which they achieve unity."

[Bibliographic Note: This and all other references to the thinking of critics Cleanth Brooks and Robert Penn Warren about aspects of author's craft come from critical essays presented as framing devices in their seminal anthology *The Scope of Fiction*, Prentice Hall, 1960. This particular quotation is extracted from their discussion of "What Theme Reveals," pp. 228-30.]



ACTIVITY 3: PAIRS DISCUSS THEIR EBCs

Students discuss their new claims from Activity 1 in pairs and then with the class.

INSTRUCTIONAL NOTES

Once the class has a general understanding of the nature of more global claims, break them into pairs to work on the claims they have begun to develop in Activity 1. Have the pairs discuss if their claims contain sub-claims and how best they would be organized. It may be helpful to provide students with both the two-point and

three-point organizational tools to best fit their claims.

Volunteer pairs should be asked to discuss the work they did on their claims. At this point they should be able to talk about the nature of their claims and why they have chosen to organize evidence in particular ways.



ACTIVITY 4: INDEPENDENT WRITING OF FINAL PIECE

Students independently write a final evidence-based writing piece using their new claims.

INSTRUCTIONAL NOTES

This evidence-based writing piece should be used as a summative assessment to evaluate acquisition of the reading and writing skills. Evaluating the claims and discussing ways of

improving their organization breaks the summative assessment into two parts: making an evidence-based claim, and writing an evidence-based claim.



ACTIVITY 5: CLASS DISCUSSION OF FINAL WRITING PIECES

The class discusses the final evidence-based writing piece of student volunteers. If the Text-Centered Discussion Checklist has been used throughout the unit, this activity can be used for formative assessment on student discussion skills. In this case, the activity can be structured more formally, as small group discussions where each student reads, receives constructive evidence-based feedback from other group members, and then responds orally with possible modifications.

ASSESSMENT

At this stage teachers can assess students' reading and writing skills. Students should be comfortable making claims and supporting them with organized evidence. Their tools should demonstrate mastery of the reading skill. Their final evidence-based writing piece can be seen as a summative assessment of both the reading and writing skills. Use the Evidence-Based Writing Rubric to evaluate their pieces.

If activity 5 is used for assessment of discussion skills, use the Text-Centered Discussion Checklist to structure evaluation and feedback.

ALTERNATIVE ORGANIZATION OF PART 5

The activities of Part 5 can be re-ordered to provide a slightly different summative assessment. Teachers could choose not to give Activity 1 as an initial homework assignment or begin the part with it. Instead they can begin with the analysis of student writing from Part 4 and the discussion of global claims. Then students can be assigned to review the entire speech, use a tool to make a global evidence-based claim, and move directly to developing the final evidence-based writing piece. This configuration of the activities provides a complete integrated reading and writing assessment. Depending on scheduling, this activity could be done in class or given partially or entirely as a homework assignment. Even with this configuration, ELL students or those reading below grade level can be supported by having their claims evaluated before they begin writing their pieces.

ACTIVITY 1- CLASS DISCUSSION OF GLOBAL EBCs

The teacher analyzes volunteer students' written evidence-based claims from Part 4 and discusses developing global claims.

ACTIVITY 2- INDEPENDENT READING AND MAKING EBCs

Students review the entire text and use the Forming EBC Tool to make a global EBC.

ACTIVITY 3- INDEPENDENT WRITING OF FINAL PIECE

Students independently write a final evidence-based writing piece using their global claims.

ACTIVITY 4- CLASS DISCUSSION OF FINAL WRITING PIECES

The class discusses final evidence-based writing pieces of student volunteers.