

Lesson 6: Research Analysis (1 60 minute block)	
Objectives	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • Analyze their research evidence in order to select the strongest, most relevant evidence to support their claim. • Reflect on what they learned during research in order to revise and strengthen their claim.
Materials	<p>One World Journal, pg. 22-30 Board or chart paper and markers Projector or SMART Board</p>
Central Questions	<ul style="list-style-type: none"> • What evidence best supports my claim? • What is the best solution to the problem?
Do Now	<ol style="list-style-type: none"> 1. Direct students to “Research Reflection,” OWJ, pg. 27. 2. Have students answer the reflection questions.
Lesson	<p>Exercise 1: Research Analysis</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Direct students to “Research Analysis,” OWJ, pg. 28. Explain that after completing their research, they need to review their evidence and choose the best evidence to support their claim. 2. Guide students through the practice activity. Project and read the example claim and pieces of evidence. For each piece of evidence, let students Think-Pair-Share their analysis. Provide question prompts to promote discussion: <ul style="list-style-type: none"> • <i>Does the evidence support the claim or counterclaim?</i> • <i>Is the evidence relevant to the claim? Why or why not?</i> • <i>Is the evidence specific? Why or why not?</i> 3. Tell students that they will review their Research Log and the evidence they collected. Have students start by annotating their evidence. Then have students circle three to five pieces of evidence that they think best support their claim. <ul style="list-style-type: none"> ! = surprising or interesting detail ☹ = disappointing or challenging detail * = most important evidence ? = confusing information 4. Give students time to share their ideas with a partner. <p>Assessment: “Research Reflection,” OWJ, pg. 27; “Research Log” annotations, OWJ, pg. 22-26.</p>

	<p>Exercise 2: Arguing for a Solution</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Explain that after researching, it is important to review the claim and revise it based on what you learned. Remind students that their claim needs to identify the problem and provide a solution. 2. Direct students to “Arguing for a Solution, Step 1: Update Your Problem-Solution Framework,” OWJ, pg. 29. 3. Model the process for students with a think aloud. You can use the minimum wage example or choose your own. After brainstorming solutions, you can have the class vote on the best one. 4. Explain that students will follow the same process for their topic. Allow time for students to complete the graphic organizer. Circulate and provide support. 5. Place students with different topics in small groups. Set a timer for 5-10 minutes and let students share their solution ideas and receive feedback. 6. Instruct students to circle the best solution. 7. Tell students that they will use their Problem-Solution Framework to write a revised claim in the space provided “Step 2: Refine Your Claim” OWJ, pg. 30. Review the example and identify each element. 8. Direct students to write their revised claim in the space provided. <p>Assessment: “My Revised Claim,” OWJ, pg. 30.</p>
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Differentiation

Extend	<ul style="list-style-type: none"> • After students have annotated their research log, ask for volunteers to share a piece of evidence and explain their thinking about it.
Language Development	<ul style="list-style-type: none"> • Allow students to brainstorm in small, heterogeneous groups. • Provide a list of solution examples.

Lesson Reflection

What worked well	What to change for next time