

Stage 2: Research

Claim, Counterclaim, and Story

Day 1: Writing a Claim

Day 2: Predicting a Counterclaim

Day 3: Telling Your Story

Day 1	Writing a Claim
Common Core Standards	RI.9-10.6 W.9-10.1,5 SL.9-10.1 L.9-10.6
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Generate specific solutions to a problem that addresses who should act and what action needs to be taken • Apply a problem-solution framework to draft a strong argumentative claim
Lesson Resources	Student Journal: <ul style="list-style-type: none"> • Pages 14, 25, 27-28 Digital Resources (available on One World website): <ul style="list-style-type: none"> • Google Slides presentation
Do Now	<ul style="list-style-type: none"> • Review the topics and problems you were interested in on page 14. <p>Think-Pair-Share: What topic are you going to research and write about?</p>

Lesson Introduction	<ul style="list-style-type: none"> ● Share Do Now responses ● Review class agenda ● Pass out student journals
Direct Instruction	<ul style="list-style-type: none"> ● Remind students that they should have chosen a topic and problem that they feel a strong connection to. Tell students that their point of view on their topic may change as they learn more about it, but for now they are going to draft a claim based on their background knowledge of the problem. Note: Be sure to set clear rules for students who want to change their topic after this point. ● Read “What is a claim” on page 25 as a class. ● Direct students to page 27 “Arguing for a Solution.” Review the steps to brainstorm a solution and go over the example.
Guided Practice	<ul style="list-style-type: none"> ● Option A: Group students by topic to brainstorm solutions. <ul style="list-style-type: none"> ○ 1 minute - independent thinking ○ 2 minutes - share ideas with a partner ○ 4 minutes - whole group sharing of ideas ● Option B: Crowdsourcing ideas for all topics. <ul style="list-style-type: none"> ○ Post the topics on chart paper around the room ○ Students do a gallery walk to write solution ideas ○ Students review ideas generated for their topic
Independent Practice	<ul style="list-style-type: none"> ● Students use the problem-solution framework to draft a claim for their topic on page 28. ● Students partner up to review and provide feedback on their claims.
Exit Ticket	<ul style="list-style-type: none"> ● Using the feedback you received from your classmate, write your revised claim at the bottom of page 28.
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> ● Create a Google Slides presentation with a different topic on each slide. Ask students to do a virtual gallery walk through the slides to add solution ideas. ● Have students complete their draft claim independently, then use small group synchronous sessions to do the peer review and provide feedback.
Extension	<ul style="list-style-type: none"> ● Ask students to find a local organization working on their problem and identify the solution(s) they are working towards.
Language Development	<ul style="list-style-type: none"> ● Encourage students to use the sentence stems provided when writing their draft claim.

Day 2	Predicting a Counterclaim
Common Core Standards	RI.9-10.5 W.9-10.1 SL.9-10.1
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> ● Identify opposing point of views on their topic in order to predict potential counterclaims to their argument
Lesson Resources	Student Journal: <ul style="list-style-type: none"> ● Pages 25, 26, 29 Digital Resources (available on One World website): <ul style="list-style-type: none"> ● Google Slides presentation
Do Now	<ul style="list-style-type: none"> ● Read “What is a counterclaim” on page 25 and answer the following reflection question: <ul style="list-style-type: none"> ○ <i>How will anticipating opposing arguments help you make your argument stronger?</i>
Lesson Introduction	<ul style="list-style-type: none"> ● Share Do Now responses ● Review class agenda
Direct Instruction	<ul style="list-style-type: none"> ● Review the difference between a claim and counterclaim. Remind students that a counterclaim may be a different point of view on the problem they identified or disagree on the best solution to fix the problem. ● Review the example on page 29. For the example counterclaims, ask students to identify if the counterclaim is challenging the problem or the solution. ● Ask students if they can think of any other counterclaims that would apply to the example.

Guided Practice	<ul style="list-style-type: none"> ● Put students into small groups and assign each group a number. ● Project an example point of view: <i>Everyone should be able to vote by mail in U.S. elections.</i> <ul style="list-style-type: none"> ○ Even number groups: Write a claim with a problem and solution that reflects this point of view. ○ Odd number groups: Write a counterclaim for this topic. ● Have groups share and critique answers. ● Project another example point of view: <i>Metro fares are too expensive.</i> <ul style="list-style-type: none"> ○ Even number groups: Write a counterclaim for this topic. ○ Odd number groups: Write a claim with a problem and solution that reflects this point of view. ● Have groups share and critique answers.
Independent Practice	<ul style="list-style-type: none"> ● Students complete the “Predicting a Counterclaim” graphic organizer for their topic on page 29.
Exit Ticket	Complete the “Claims & Counterclaims Examples” POV 2 and POV 3 on page 26.

Differentiation Suggestions

Virtual Learning	<ul style="list-style-type: none"> ● For the guided practice activity, have students submit claims and counterclaims. Then select a variety of student responses to critique in a synchronous session for strengths and weaknesses before they write their own.
Extension	<ul style="list-style-type: none"> ● Challenge students to think of potential counterclaims that challenge both their problem AND solution.
Language Development	<ul style="list-style-type: none"> ● Have students brainstorm counterclaims with a partner or in a small group before they write their own: <ul style="list-style-type: none"> ○ Someone might disagree because... ○ Someone who disagrees with me might say...

Day 3	Telling Your Story
Common Core Standards	RI.9-10.1 W.9-10.3, 4 SL.9-10.1

<p>Learning Objectives</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain their personal connection to their topic by responding to a writing prompt
<p>Lesson Resources</p>	<p>Student Journal:</p> <ul style="list-style-type: none"> • Pages 30-31 <p>Digital Resources (available on One World website):</p> <ul style="list-style-type: none"> • Google Slides presentation
<p>Do Now</p>	<p>Think-Pair-Share: What kind of stories do you like to read or watch? What do you like about them? Provide specific examples.</p>
<p>Lesson Introduction</p>	<ul style="list-style-type: none"> • Share Do Now responses • Review class agenda • Pass out student journals
<p>Direct Instruction</p>	<ul style="list-style-type: none"> • Remind students that they have all chosen a topic that they have strong feelings about and hopefully a personal connection to. Today they will write a story about their experience or connection with the topic. • Explain that when students write their essay, the details about their personal connection will help keep the reader interested. As students research, they should think about how their personal connection links to their claim and evidence. • Elicit ideas from students about what makes a good story. • Review the directions and tips for writing a personal story on page 30.
<p>Guided Practice</p>	<ul style="list-style-type: none"> • Direct students to do a quick brainstorm (bullet points, a mind map, etc.) about what they want to include in their story. • If students are stuck, provide some extra prompts to help: <ul style="list-style-type: none"> ○ <i>Do you know someone else who has been impacted by your topic? What happened to them?</i> ○ <i>Have you read a book or seen a film about the topic?</i> ○ <i>Who is most impacted by the problem? Do you have a connection to that group?</i>
<p>Independent Practice</p>	<ul style="list-style-type: none"> • Students write their personal stories on page 31. • If students are comfortable sharing their stories, volunteers can share their stories in small groups or with the whole class.
<p>Exit Ticket</p>	<p>Quick Write: Answer the following questions about today's activity:</p> <ul style="list-style-type: none"> • What was easy about writing your story? • What was challenging about writing your story?

Differentiation Suggestions

Virtual Learning	<ul style="list-style-type: none">● Students can tell their story verbally by submitting a video (Flipgrid is a great video platform that is easy for students to use).● Have students create an infographic or other visual representation that helps to explain their personal connection to the topic.
Extension	<ul style="list-style-type: none">● Have students go through the revision process to write a polished narrative.
Language Development	<ul style="list-style-type: none">● Provide a writing frame for students:<ul style="list-style-type: none">○ The topic of _____ is important to me because... This topic has impacted me/my family/my community because...● Allow students to create an image or visual representation of why the topic is important to them.● Encourage the addition of dialogue in the student's native language, where appropriate.