Unit 4: Research and Evidence
Grade Level:10-12
Timeframe: 10-15 Days

Unit Overview: This unit will provide students with the skills necessary to find and evaluate sources to be used as evidence in their arguments. Students will understand how to use evidence effectively, find and evaluate sources, incorporate sources into their own arguments, and cite and document sources. Chapters 5, 15, 16, and 17 will give the students the background and foundation they need to successfully research and support their claims with evidence.

Essential Questions/Enduring Understandings

- What is evidence?
- How do we decide what evidence is most effective?
- How do we avoid plagiarism?
- How do we use sources for our own purposes?
- What are effective communication skills and how do we use them to help convey meaning?
- What are the elements of effective delivery?
- How does word choice impact?

Common Core Standards

Standards/Cumulative Progress Indicators (Taught and Assessed):

RI.11-12.1Cite 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.

RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential

addresses).

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

W.11-12.1Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1.C Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1.E Provide a concluding statement or section that follows from and supports the argument presented.

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.

W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for

a range of tasks, purposes, and audiences.

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.

SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3here for specific expectations.)

21ˢᵗ Century Skills Standard and Progress Indicators:

Critical Thinking and Problem Solving
Collaboration, Teamwork and Leadership
Cross-Cultural Understanding and Interpersonal Communication
Accountability and Productivity
Communicate clearly and effectively with reason
Demonstrate Creativity

Unit 4 Academic Vocabulary:

Evidence, Data, in-text citations, Works Cited Page, MLA, APA, documentation, references, paraphrasing, patch writing,

Instructional Plan				Reflection
Effective use of evidence is an essential skill for arguers. Students will be able to identify various kinds of evidence, and develop strategies or utilize the STAR criteria for evaluation. Research is the most important part of creating a successful argument, but it is also one of the most difficult. Therefore, students will use purposeful strategies for searching libraries, databases, and Websites. Then students will learn how to integrate research sources into their own prose. Finally, students will learn how to cite and document sources in both MLA and APA styles. This unit will focus on the following chapters: Chapters 5 Using Evidence Effectively, Chapter 15 Finding and Evaluating Sources, Chapter 16 Incorporating Sources into Your Own Argument, and Chapter 17 Citing and Documenting Sources.				Teacher Questions for Self-Reflection **Here are ten questions to ask yourself, answer, and consider as part of a self-reflection about your teaching. Each question also has sub-questions to help refine thinking, ideas, and practices. These are also good questions for shared reflection and group discussion. They might lead to a rethinking of teaching and learning as well as suggest thoughtful ways to set new goals, teach in different ways, assess more effectively, customize learning, and make instructional improvements during the school year.** **http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection**
SLO - SWBAT	**Student Strategies**	**Formative Assessment**	**Activities and Resources**	**Reflection**

Explain the different kinds of evidence. Apply the STAR criteria to make your evidence persuasive. Identify other evaluation strategies. Understand evidence rhetorically by explaining how the selection and framing of evidence reveals an angle of vision.	Do Nows Journaling Activate Prior Knowledge Writing Process-Brainstorming, outlining, drafting, revising, publishing/presenting Cooperative Learning-Small Groups Academic Vocabulary Acquisition	Exit Slips Student Conferences Misconception Checks Self-Assessment Choral Response Think-Pair-Share Written Responses using Individual White Boards Additional selected strategies as determined by student readiness. Strategies for Student Reflection http://www.uvm.edu/dewey/reflection_Manual/starting.html	Small Group: Brainstorm types of evidence, use textbook Chapter 5 to highlight strengths and limitations of different types of evidence. Decide when its best to use each type of evidence. Share results with class. Small Group/Partner: Creating Contrasting Angles of Vision- Based on the evidence provided in the text p. 95-97, compose two short speeches, one supporting the proposed city ordinance to ban mosh pits and one opposing it. Share your speeches with the class, explain the approaches different classmates used. A Supporting-Reasons Argument: Write an argument that uses at least two reasons to support your claim. Your argument should include all the features of a classical argument, except you can omit the section on summarizing and responding to opposing views. Like a completed classical argument, a supporting reasons argument has a thesis structure in which you state your claim at the end of the introduction, begin body paragraphs with clearly stated reason and use effective transitions. P.103 Sample Supporting reasons	*Teacher Questions for Self-Reflection* 1. *What am I trying to accomplish with my students? What's the core?* 2. *What are my beliefs about how students learn?* 3. *How do I create a positive climate for learning?* 4. *What "essential" questions do I want my students to explore?* 5. *What are the primary, core types of instructional strategies that I use regularly?* 6. *How do I know when my students have accomplished my goals?* 7. *How do I get feedback from my students on how well they are doing? How do I use feedback to improve student learning?* 8. *How do I customize and individualize learning for my students?* 9. *What's special and unique about my teaching?* 10. *How will I work on my teaching in order to improve what I do?* http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection

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Formulate a research question instead of a topic. Think rhetorically about kinds of sources. Find sources through field, library, or Web research. Use rhetorical awareness to select and evaluate your sources and take purposeful notes.	Do Now Journaling Activate Prior Knowledge Writing Process-Brainstorming, outlining, drafting, revising, publishing/presenting Visual Representation/Poster of Purposeful Note-Taking Cooperative Learning-Small Groups Academic Vocabulary Acquisition	Exit Slips Student Conferences Misconception Checks Self-Assessment Choral Response Think-Pair-Share Written Responses using Individual White Boards Additional selected strategies as determined by student readiness. Strategies for Student Reflection http://www.uvm.edu/dewey/reflection_Manual/starting.html	Small Group: Identifying Types of Sources. Bring to class a variety of print and online sources. Decide which category in Table 15.1 p.343-45 each piece belongs. Be prepared to justify your decisions on the basis of the clues you used to make your decision. Analyzing the Rhetorical Elements of Two Websites: Using a search engine, find a site opposing gun control and a site supporting gun control. Peruse each of your sites, then answer the analysis questions on p. 356. Present your findings to the class, compare your answers with others. Where do your rhetorical observations intersect? Where do they differ? Small Group: Create guidelines to be used for purposeful note taking. Create a visual representation/poster and present to class. Keep guidelines posted for students to use throughout the rest of the course.	*Teacher Questions for Self-Reflection* *1. What am I trying to accomplish with my students? What's the core?* *2. What are my beliefs about how students learn?* *3. How do I create a positive climate for learning?* *4. What "essential" questions do I want my students to explore?* *5. What are the primary, core types of instructional strategies that I use regularly?* *6. How do I know when my students have accomplished my goals?* *7. How do I get feedback from my students on how well they are doing? How do I use feedback to improve student learning?* *8. How do I customize and individualize learning for my students?* *9. What's special and unique about my teaching?* *10.How will I work on my teaching in order to improve what I do?* http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection

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Summarize, paraphrase and quote a source. Punctuate quotations correctly. Avoid plagiarism. Understand the correspondence between in-text citations and end of the paper list of cited works. Cite and document sources using the style and format of the MLA and/or APA.	Do Nows Journaling Activate Prior Knowledge Writing Process- Brainstorming, outlining, drafting, revising, publishing/presenting Cooperative Learning- Small Groups Academic Vocabulary Acquisition	Exit Slips Student Conferences Misconception Checks Self-Assessment Choral Response Think-Pair-Share Written Responses using Individual White Boards Additional selected strategies as determined by student readiness. Strategies for Student Reflection http://www.uvm.edu/dewey /reflection_Manual/starting.html	Using a Source for Different Purposes- read "Is Vegetarianism Healthier than Nonvegetarianism?" on p. 359-60. Evaluate how Writers 1, 2, and 3 utilize this article for their arguments and other assessment questions on P. 361 Avoiding Plagiarism p. 373-74 Reread the original article from p.359-60 and Writer 3's use of this source in her paragraph. Then read Writer 4, who makes the same argument as Writer 3, but crosses the line from ethical to non-ethical use of sources. Write a message to Writer 4 explaining how this passage falls into the category of plagiarism. Small Group: There are so many sources and each source has its own formatting. Which sources do you personally use the most? Create a list and identify how to cite each of your most used sources.	*Teacher Questions for Self-Reflection* 1. *What am I trying to accomplish with my students? What's the core?* 2. *What are my beliefs about how students learn?* 3. *How do I create a positive climate for learning?* 4. Wh*at "essential" questions do I want my students to explore?* 5. *What are the primary, core types of instructional strategies that I use regularly?* 6. *How do I know when my students have accomplished my goals?* 7. *How do I get feedback from my students on how well they are doing? How do I use feedback to improve student learning?* 8. *How do I customize and individualize learning for my students?* 9. *What's special and unique about my teaching?* 10.*How will I work on my teaching in order to improve what I do?* http://edge.ascd.org/blogpost/exercise-ten-teacher-questions-for-self-reflection

Summative Written Assessments	
After completing the Summative Performance Assessment- Coin Flip Debate- students will be required to create a properly documented Works Cited page for the sources they used in their Coin Flip Debate Speech.	

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Summative Performance Assessment	
Coin Flip Debate: Students will be given a topic. They will have one class period to research their topic. They should take notes on all sides of the topic, utilizing their researching skills and finding reputable sources. At the start of the next class students will use their research to present their speech. The catch is that they won't know which side they are presenting until they stand in front of the class and flip a coin.	