

Day 3 ELA Sessions

Grades 9-12

Developing a Sequence of Text Dependent Questions

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Reflection on Practice

Masterful Reading	Re-Reading	Close Reading	Independent Reading
Building fluency and confidence through modeling Accessing the text with confidence Understanding the text at a basic level	Going back into text for different purposes Increased cognitive capacity for going deeper into text Building Fluency Accessing the text with confidence	Collaborative reading Examining the ideas, structures, and layers of meaning, creating a common and solid understanding	Surface Reading/ Review/ Gist Building fluency Projecting automaticity Accessing core understanding

Who does most of the reading in my classroom?

How do I balance the time between these reading experiences? (percentages)

How do I align the standards and the texts to the types of reading to achieve a particular goal?

When have I been most successful in building questions to develop comprehension and a deeper dive into the standards?

When have I struggled with this process?

Student Profile Revisited

Which types of reading does your student attend to best?

Which types of reading does your student need more practice with?

Extending it to Class

How do your classes respond to work with complex text?

What have been your greatest triumphs around working with complex text in class?

What are your greatest struggles around working with complex text in class?

Part 2: Making Evidence-Based Claims: Activities 1 and 2

PART 2

MAKING EVIDENCE-BASED CLAIMS

"still drinking their whiskey"

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 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): RI.9-10.1

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

SUPPORTING STANDARD(S): RL.9-10.3 RL.9-10.5 RL.6 SL.9-10.1

RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

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

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 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 pages 5 to page 11 ("Anyone could be upset by his first lion. That's all over.").

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

Why does Margaret begin to cry? What specific details provide clues? How do these details develop the characterization of Francis and Margaret Macomber?



The initial exchanges about the lion provide a good context to explore how Hemingway develops the characterization of the three through their conversation and action. It is also a good place to discuss the impact that beginning the story "in medias res" has on emphasis and tension. Beginning with lunch emphasizes the meaning of the "lion business" for the characters and their relationships with each other over the incident itself. As that meaning is developed through their conversation--including Margaret's crying--we begin to get a sense of each character and the interpersonal dynamics that preceded the incident and which it serves to compound.

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

INSTRUCTIONAL NOTES

Why does Wilson think it is "bad form" for Macomber to ask if anyone will hear about "the lion business?" What specific details provide clues? How do these details develop the characterization of Macomber and Wilson? How does the use of point of view in this section affect the characterization of Wilson and Macomber?

This story is excellent for teaching the effects of point of view in general and especially with respect to characterization. Discuss Hemingway's use of the third person omniscient. Help students become attuned to when Hemingway shifts the perspective from character to character (including the lion) and to an impersonal view. Having students annotate the text when reported thoughts, feelings, and judgments shift is a good strategy for developing their sense of point of view and engaging them deeply in the story. Starting with "So they sat there" on page 6 and continuing to "Anyone could be upset by his first lion. That's all over." on page 11, the perspective is that of Wilson. This frames this early characterization of Macomber and Margaret through Wilson's perspective, giving the reader an assessment of the couple from someone who is extremely knowledgeable about their current context--a "professional"--as well as giving the reader a good sense of Wilson himself. In this exchange, we learn about Macomber's insecurity, pride and naiveté. We also learn about Wilson's knowledge, experience, "codes" of behavior, pride, and his fluctuating opinion of Macomber. And we learn about the dynamic between the two men.

Who does Wilson like more, Francis or Margaret? What details provide clues? How do these details develop the characterization of the Wilson, Francis and Margaret?

There may be no answer to this question--at least at this point in the story. Discussing Wilson's view of the pair (and having students look for evidence of those views while they read) is a good way to engage students in analysis of characterization, point of view, as well as the issues of gender present in the story. Have students defend their answers with direct textual evidence. Use "like" as a mechanism for moving to precise analysis of textual detail. Encourage students to probe whether the evidence suggests "liking" or more subtle judgments. Explore too, according to the evidence, why Wilson would have those judgments.

Part 2: Group Discussion

Why does Margaret begin to cry? What specific details provide clues?

How do these details develop the characterization of Francis and Margaret Macomber?

Why does Wilson think it's "bad form" for Macomber to ask if anyone will hear about "the lion business?" What specific details provide clues?

How does the use of point of view in in this section affect the characterization of Wilson and Macomber?

Part 2: Activities 3-5

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.


Part 2: Activities 3-5 Reflection and Discussion Questions

Part 2: Making Evidence Based Claims:
Activity 3-5 "Still drinking their whiskey"

Read Activities 3-5



What are the benefits to reading this text multiple times?
How can TDQs support the development of evidence-based claims?
How do the activities in Parts 1 & 2 spiral student understanding of text?



What are the benefits to reading this text multiple times?

How can TDQs support the development of evidence-based claims?

How do the activities in Parts 1 & 2 spiral student understanding of text?

Part 3: Organizing Evidence-Based Claims

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

Supporting Standards

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

How does each standard address the objective?

Core Understandings:

Analyze how Francis, Margaret and Wilson develop over the course of a text, interact with other characters, and advance the plot/ develop the theme.

Analyze how Hemmingway's choices concerning how to structure "The Short Happy Life of Francis Macomber," order events within it, and manipulate time create such effects as mystery, tension, or surprise.

Assess how point of view or purpose shapes the content and style of "The Short Happy Life of Francis Macomber."

The Short Happy Life of Francis Macomber Excerpt

“Can’t we send beaters?”

Wilson looked at him appraisingly. “Of course we can,” he said. “But it’s just a touch murderous. You see we know the lion’s wounded. You can drive an unwounded lion—he’ll move on ahead of a noise—but a wounded lion’s going to charge. You can’t see him until you’re right on him. He’ll make himself perfectly flat in cover you wouldn’t think would hide a hare. You can’t very well send boys in there to that sort of a show. Somebody bound to get mauled.”

“What about the gun-bearers?”

“Oh, they’ll go with us. It’s their shauri. You see, they signed on for it. They don’t look too happy though, do they?”

“I don’t want to go in there,” said Macomber. It was out before he knew he’d said it.

“Neither do I,” said Wilson very cheerily. “Really no choice though.” Then, as an afterthought, he glanced at Macomber and saw suddenly how he was trembling and the pitiful look on his face.

“You don’t have to go in, of course,” he said. “that’s what I’m hired for, you know. That’s why I’m so expensive.”

“You mean you’d go in by yourself? Why not leave him there?”

Robert Wilson, whose entire occupation had been with the lion and the problem he presented, and who had not been thinking about Macomber except to note that he was rather windy, suddenly felt as though he had opened the wrong door in a hotel and seen something shameful.

“Can’t we send in beaters?” TDQs

What is this passage about?	What core understandings should students gain from rereading this passage?
Selected Standard to Address the Text Excerpt:	
Text Dependent Question:	
Scaffolding Questions:	

Debriefing the Process

Standards and Core Understandings from Text

RL.9-10.3: Analyze how Wilson and Macomber develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Critical Passage

“Robert Wilson, whose entire occupation had been with the lion and the problem he presented, and who had not been thinking about Macomber except to note that he was rather windy, suddenly felt as though he had opened the wrong door in a hotel and seen something shameful.”

Key Vocabulary and Text Structure from Text

- **whose** entire **occupation** had been with the lion
- **who** had not been thinking about Macomber except to note that he was rather **windy**
- **suddenly** felt as though he had opened the wrong door in a hotel and seen something shameful

Standards and Core Understandings from Text

- What type of phrases does Hemmingway use to describe Wilson in this passage? What does the simile mean?
- What do the lines tell us about Macomber, Wilson, and Wilson's image of Macomber?
- What impact does reporting these thoughts and feelings of Wilson, and only these during this section have?
- How does Hemingway show Wilson's perspective in this section? Are there any moments when his thoughts are reported? How does Hemingway develop Wilson's character in this section?

Self-Reflection

In what ways is this process different or similar to the way you craft text dependent questions?

How is this process beneficial to your instruction overall?

What concerns do you still have?

Part 3: Organizing Evidence-Based Claims

PART 3

ORGANIZING EVIDENCE-BASED CLAIMS

"hell of a fine lion"

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 part 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 part of 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
Forming EBC Lit Handout
EBC Criteria Checklist I



ALIGNMENT TO CCSS

TARGETED STANDARD(S): RI.9-10.1

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

SUPPORTING STANDARD(S): RL.9-10.3 RL.9-10.5 RL.6 SL.9-10.1

RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

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

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 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 part of the text and use the Forming EBC Tool to make an evidence-based claim. Students also annotate the text when the reported thoughts and feelings shift among the characters.

INSTRUCTIONAL NOTES

Students independently work on pages 11-21 "No one had said anything more until they were back at camp."

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

Work through pages 11-21 "No one had said anything more until they were back at camp," reading aloud and stopping for discussion based on questions and claims. This is a lengthy section describing the flashback of the lion hunt and should be thought of as a whole, but given its length, should take a few days to get through. It's important to move slowly to ensure all students have gained basic comprehension and have practiced making and organizing claims. A good possible stopping point in the section is at page 16 "Yes, Bwana." after the initial shooting and before the lion charge.

How does the shift in perspective of narration in this section relate to the sequence of action?



Some students will be able to identify this section as a "flashback." Before discussing perspective, probe the impact of Hemingway's use of flashback, connecting this discussion to the earlier one on *in media res*. Explore how the knowledge we already have of the characters and the meaning the "lion business" had for them affects our experience of the narration of the hunt. How would we experience the lion differently if we hadn't been introduced to the characters at lunch?

Some students will have identified (and annotated) the shift to Macomber as the dominant organizing perspective of narration for this flashback. Students can explore the relationship between perspective and action by analyzing the impact of experiencing the hunt through Macomber has on the story in general. Discuss how this emphasizes what the hunt and his failure means for Macomber over the other characters. How would the

ACTIVITY 2: READ ALOUD AND CLASS DISCUSSION

INSTRUCTIONAL NOTES

story be different if we experienced this re-telling largely through Wilson's perspective? Highlight too, how close to reality the situation of the flashback in the story is--how anyone who this had happened to would be lying in bed late that night recounting the events, dealing with new-found fear and cowardice. Later on in the unit, students can reflect on the fact that while Macomber is thinking about the incident, Margaret and Wilson are acting out part of its consequences.

How does the shift to the lion's perspective during points in the hunt impact the characterization of Macomber?

Before asking this question, see if students have identified when the perspective shifts to the lion. First discuss the impact that seeing and feeling the lion's perspective had on the students' experience with the story. Then discuss how Hemingway's choice affects the characterization of Macomber. What comparisons are established between the two through the re-telling of their experiences of the same event? Have students cite specific evidence in discussion. For example: "The lion still stood looking majestically and coolly toward this object" vs. "He only knew that his hands were shaking and as he walked away from the car it was almost impossible for him to make his legs move. They were stiff in the thighs, but he could feel the muscles fluttering."

How does Hemingway show Wilson's perspective in this section? Are there any moments when his thoughts are reported? How does Hemingway develop Wilson's character in this section?

This is a good section to explore various ways of characterization. The perspective and primary methods of characterization are reversed now from the previous section. Whereas at first we learned about Wilson from his reported thoughts and Macomber from his words and actions, now it is the opposite. Discuss the impact of that shift, drawing out how Wilson as an experienced hunter demonstrates his character through his actions here. What is he doing and saying throughout the hunt? Focus on specific actions and words of Wilson that develop his character. A good sequence to focus on might be Macomber's initial questioning about the distance from which he should shoot at the lion. We do not have access to Wilson's thoughts, but we do read, "Wilson looked at him quickly." on page 12. What does that quick look suggest of Wilson's assessment of Macomber? This quick look can eventually be connected to the one line in this section when Wilson's thoughts and feelings are reported on page 17: "Robert Wilson, whose entire occupation had been with the lion and the problem he presented, and who had not been thinking about Macomber except to note that he was rather windy, suddenly felt as though he had opened the wrong door in a hotel and seen something shameful." These lines are fruitful to explore in several ways. What does the image mean? What do the lines tell us about Macomber, Wilson, and Wilson's image of Macomber? What impact does reporting these thoughts and feelings of Wilson, and only these during this section have? Incidentally, if students have identified this shift in perspective in their annotations, they should be celebrated and "carried around the [room] in triumph on the arms and shoulders" of the teacher and their fellow students.



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 pages 21 to the end 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.

Critique Part 3: “Hell of a Fine Lion”

To what extent is this unit aligned to the highlighted standards?

How does the OE approach to instruction differ from traditional approaches to teaching texts?

How do the embedded scaffolds offer students support to complete the culminating task?

Are there additional supports you would recommend?

Part 4: Writing Evidence-Based Claims

PART 4

WRITING EVIDENCE-BASED CLAIMS

"like a dam bursting"

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 pages 21 to the end 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.9-10.1 W.9-10.9a W.9-10.4

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.9-10.9a: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SUPPORTING STANDARD(S): RL.9-10.3 RL.9-10.5 RL.6 W.9-10.2

RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

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

W.9-10.2: 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 pages 21 to the end 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.

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.

The following questions can be used throughout Parts 4 and 5 to stimulate discussion if needed.

1. What differences do you see in Macomber's attitude in each scene? How does Hemingway show those differences?
2. What are the different ways Hemingway refers to the characters at different times in the text (i.e. Wilson, the white hunter, Mrs. Macomber, his wife)? What impact do those various ways have at the given moments?
3. How does Margaret Macomber view the hunting? How does her view change over the course of the text? What details demonstrate her view and the changes?
4. What parallels and comparisons do you see between Macomber and the various animals he hunts, both in the way he lives and dies? What details create those parallels and comparisons?
5. What do you think is the significance of the title? What made his life happy? How short was his "happy" life?
6. What effect does starting the story where Hemingway does have on the reader's experience?

≡ 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 entire text 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

PART 5

DEVELOPING EVIDENCE-BASED WRITING

"Mrs. Macomber, in the car, had shot at the buffalo"

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 entire text 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.9-10.1** **W.9-10.9a** **W.9-10.4**

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.9-10.9a: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SUPPORTING STANDARD(S): **RL.9-10.3** **RL.9-10.5** **RL.6** **W.9-10.2**

RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

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

W.9-10.2: 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.

INSTRUCTIONAL NOTES

In the final activity sequence of the unit, students are writing and developing evidence-based claims that look more globally at the story, 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 text and the various meanings they have found – which may take some students into claims that are more thematic in nature. For their final claim, students might pursue the following option, or follow a path of the teacher's or their own choosing:



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



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.