
MAKING EVIDENCE-BASED CLAIMS

DEVELOPING CORE PROFICIENCIES
ENGLISH LANGUAGE ARTS / LITERACY UNIT

GRADE 9

MAKING EBCs ABOUT LITERARY TECHNIQUE

"The Short Happy Life of Francis Macomber"

Ernest Hemingway



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 (under development) is comprised of a series of four 3-week 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 AND TEXTS

- Unit Plan
- Models

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

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

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.

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 review the 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

"I'll have a gimlet too. I need something."

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.9-10.1

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.

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: 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.

Discuss with students that 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 a work, where all aspects “are significant and have some bearing on the total



ACTIVITY 1: INTRODUCTION TO UNIT (CONT'D)

INSTRUCTIONAL NOTES

significance” of the work. 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 short story genre, using Ernest Hemingway's "The Short Happy Life of Francis Macomber." Students will read this text closely, search for evidence of techniques used by Hemingway, and develop claims about specific passages, eventually forming and writing more

global claims about how the techniques and choices they have identified contribute to the story's overall meaning and unity. Broad guiding questions, specific textual notes, and text-dependent questions will guide teachers and students as they examine how Hemingway has evidenced the following targeted elements and devices of the short story:

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 story?

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? How does narrative point of view shift in third person omniscient and what are the effects of those shifts?

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?



ACTIVITY 2: INDEPENDENT READING

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

INSTRUCTIONAL NOTES



Briefly introduce students to "The Short Happy Life of Francis Macomber" by Ernest Hemingway. The introduction should be kept to naming the author, the title, and the year it was published. While any unabridged version of the story can be used, the pagination referenced in these notes correspond to *The Short Stories of Ernest Hemingway*, Charles Scribner's Sons.

Students independently read the first sentence of the story guided by the question: What information/ideas are presented at the beginning of the text?

Students should be allowed to approach the text freshly and to make their own inferences based on textual content. Students should also be encouraged to move from the more general guiding question to their own text-specific

questions. The questions are intended to help orient students to the text and begin the focus on searching for textual evidence, rather than to be answered with a "right or wrong" response.

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



Students follow along as they listen the teacher read aloud the first sentence of "The Short Happy Life of Francis Macomber".

The teacher leads a discussion guided by the question: What information/ideas are presented at the beginning of the text?

The close reading 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

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

INSTRUCTIONAL NOTES

Have students discuss all the information they find in the first sentence. In your discussion, draw out what can already be learned from the various phrases:

"It was now lunch time" establishes the time and the organizing activity--lunch, while also indicating through "It was *now*" that the shared experience of those having lunch preceded this moment into the morning.

"they were all" establishes a group. The story seems to have a "they," and "they" are all present for lunch.

"sitting under the double green fly of the dining tent" establishes a physical setting.

A "dining tent" suggests at least an outdoor and possibly a camping or expedition context for the story. Students will probably need some help with the word "fly". Direct instruction on its meaning should be given if necessary, but first see if any students are familiar with this usage.

"pretending that nothing had happened" confirms that something has happened prior to lunchtime in which "they" were all involved. It also further brings the "they" together, as they are all involved in the same cognitive-physical activity of "pretending." This shared intention of "pretending" also suggests that they all wish that whatever happened before lunch hadn't happened.

Remind students of the focus on literary techniques, explain that one technique is called *in media res*--when authors chose to start telling a story in the middle of the action instead of at the beginning. Point out that Hemingway uses this technique in this story.

Now have students follow along as you read from the beginning of the story to the end of paragraph 9 ("...very publicly, to be a coward.")

Tell students that another literary technique is called "characterization." Explain that "characterization" can be defined as the various ways authors develop characters. Throughout the unit, they will be learning strategies for analyzing those ways, but for now, a simple definition will suffice.

Ask students to annotate their texts in response to the questions:

Who does "they" refer to in the first sentence and what details from the text give clues about each of their personalities/dispositions/natures?

Students should be able to identify Francis Macomber, Mrs. Macomber and Robert Wilson as "they." Students will likely begin by pointing out traits directly provided by the narrator. Have them be specific and directly reference the details they pick. As the discussion progresses, push students to make a few basic inferences about the characters based on the traits provided by the author, as well as the things they say and what they do. For example, explore what the differences in the quite similar attire worn by Wilson and Macomber reveal about each man. Explore, too, what Wilson and Macomber's stating/questioning/ and teaching/learning modes of communicating suggest about them and their relationship.



ACTIVITY 4: MODEL FORMING EBCs

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 read from pages 5 to the middle of page 11 (“Anyone could be upset by his first lion. That's all over.”) 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

"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 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): RI.9-10.1

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says

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 media 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.



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 read pages 11-21 "No one had said anything more until they were back at camp." and use the Forming EBC Tool to make a claim and support it with evidence. Students also annotate the text when the reported thoughts and feelings shift among the characters. This activity overlaps with the first activity of Part 3 and can be given as homework or done at the beginning of the next class.



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

"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
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 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? 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.

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

"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.

Name Text



FINDING DETAILS	Detail 1 (Ref.:)	Detail 2 (Ref.:)	Detail 3 (Ref.:)
	I find interesting details that are <u>related</u> and that stand out to me from reading the text closely.		

CONNECTING THE DETAILS	What I think about detail 1:	What I think about detail 2:	What I think about detail 3:
	I re-read and think about the details, and <u>explain</u> the connections I find among them.		
How I connect the details:			

MAKING A CLAIM	My claim about the text:
	I state a conclusion that I have come to and can support with <u>evidence</u> from the text after reading and thinking about it closely.

Name Text



CLAIM:	<p>.....</p> <p>.....</p>		
---------------	---------------------------	--	--

Supporting Evidence	Supporting Evidence	Supporting Evidence
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
(Reference:)	(Reference:)	(Reference:)

CLAIM:	<p>.....</p> <p>.....</p>		
---------------	---------------------------	--	--

Supporting Evidence	Supporting Evidence	Supporting Evidence
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
(Reference:)	(Reference:)	(Reference:)

Name Text



CLAIM:			
Point 1		Point 2	
A Supporting Evidence	B Supporting Evidence	A Supporting Evidence	B Supporting Evidence
.....
.....
.....
.....
(Reference:)	(Reference:)	(Reference:)	(Reference:)
C Supporting Evidence	D Supporting Evidence	C Supporting Evidence	D Supporting Evidence
.....
.....
.....
.....
(Reference:)	(Reference:)	(Reference:)	(Reference:)

Name Text



CLAIM:

Point 1

Point 2

Point 3

A Supporting Evidence

A Supporting Evidence

A Supporting Evidence

(Reference:)

(Reference:)

(Reference:)

B Supporting Evidence

B Supporting Evidence

B Supporting Evidence

(Reference:)

(Reference:)

(Reference:)

C Supporting Evidence

C Supporting Evidence

C Supporting Evidence

(Reference:)

(Reference:)

(Reference:)

Name



Text

Lined writing area with horizontal dotted lines.

EVIDENCE-BASED CLAIMS CRITERIA CHECKLIST I - G9-10		COMMENTS
<p>I. CONTENT AND ANALYSIS</p> <p><i>An EBC is a clearly stated inference that arises from close reading of a text.</i></p>	<p>Clarity of the Claim:</p> <p>States an idea you have inferred directly from a text and that you want others to consider.</p>	
	<p>Conformity to the Text:</p> <p>Is directly based upon – and may comment on – the ideas, details, language, and form of a text.</p>	
	<p>Understanding of the Topic:</p> <p>Demonstrates knowledge of and sound thinking about a text or topic that matters to you and others.</p>	
<p>II. COMMAND OF EVIDENCE</p> <p><i>An EBC is supported by specific textual evidence and developed through valid reasoning.</i></p>	<p>Reasoning:</p> <p>Represents sound thinking supported by relevant and sufficient evidence drawn directly from the text.</p>	
	<p>Use and Integration of Evidence:</p> <p>Presents and integrates supporting quotations and textual references in a logical sequence that explains and discusses the claim.</p>	

EVIDENCE-BASED CLAIMS CRITERIA CHECKLIST II - G9-10		COMMENTS
I. CONTENT AND ANALYSIS <i>An EBC is a clearly stated inference that arises from close reading of a text.</i>	Clarity of the Claim: States an idea you have inferred directly from a text and that you want others to consider.	
	Conformity to the Text: Is directly based upon – and may comment on – the ideas, details, language, and form of a text.	
	Understanding of the Topic: Demonstrates knowledge of and sound thinking about a text or topic that matters to you and others.	
II. COMMAND OF EVIDENCE <i>An EBC is supported by specific textual evidence and developed through valid reasoning.</i>	Reasoning : Represents sound thinking supported by relevant and sufficient evidence drawn directly from the text.	
	Use and Integration of Evidence: Presents and integrates supporting quotations and textual references in a logical sequence that explains and discusses the claim.	
	Thoroughness and Objectivity: Is explained fairly and thoroughly, including unbiased references to counterclaims or conflicting evidence.	
III. COHERENCE AND ORGANIZATION <i>An EBC and its support are coherently organized into a unified explanation.</i>	Relationship to Context: Indicates where your claim is coming from (its source) and why it is relevant.	
	Relationships among Parts: Groups and presents supporting evidence in a clear and logical way that helps others understand your claim.	
	Relationship to Other Claims: Can be linked in a logical sequence of related claims to produce a well-reasoned argument.	
IV. CONTROL OF LANGUAGE AND CONVENTIONS <i>An EBC is communicated clearly and precisely, with responsible use/citation of supporting evidence.</i>	Clarity of Communication: Is stated clearly, coherently, precisely, and objectively, using appropriate language, syntax and writing conventions.	
	Responsible Use of Evidence: Uses quotations and/or paraphrasing accurately, and indicates where the evidence can be found in the text.	

EVIDENCE-BASED WRITING RUBRIC

	HIGH PROFICIENCY	BASIC PROFICIENCY	APPROACHING PROFICIENCY	NOT PROFICIENT
CONTENT AND ANALYSIS	<ul style="list-style-type: none"> Contains a clear, compelling claim. Claim demonstrates insightful comprehension and valid precise inferences. Overall analysis follows logically from the text. 	<ul style="list-style-type: none"> Contains a clear claim. Claim demonstrates sufficient comprehension and valid basic inferences. Overall analysis follows logically from the text. 	<ul style="list-style-type: none"> Contains a claim, but it is not fully articulated. Claim demonstrates basic literal comprehension and significant misinterpretation. Major points of textual analysis are missing or irrelevant to accomplish purpose. 	<ul style="list-style-type: none"> Contains a minimal claim that is not beyond correct literal repetition. Minimal inferential analysis serving no clear purpose.
COMMAND OF EVIDENCE	<ul style="list-style-type: none"> Central claim is well-supported by textual evidence. Use of relevant evidence is sustained throughout the entire analysis. The core reasoning follows from evidence. 	<ul style="list-style-type: none"> Central claim is well-supported by textual evidence. Use of relevant evidence is generally sustained with some gaps. The core reasoning follows from evidence. 	<ul style="list-style-type: none"> Central claim is only partially supported by textual evidence. Analysis is occasionally supported with significant gaps or misinterpretation. The core reasoning is tangential or invalid with respect to the evidence. 	<ul style="list-style-type: none"> Demonstrates some comprehension of the idea of evidence, but only supports the claim with minimal evidence which is generally invalid or irrelevant.
COHERENCE AND ORGANIZATION	<ul style="list-style-type: none"> The organization strengthens the exposition. The introduction establishes context ; the organizational strategies are appropriate for the content and purpose. There is a smooth progression of ideas enhanced by proper integration of quotes and paraphrase, effective transitions, sentence variety, and consistent formatting. 	<ul style="list-style-type: none"> The organization supports the exposition. The introduction establishes the context; the organizational strategies are appropriate for the content and purpose. The ideas progress smoothly with appropriate transitions, but evidence is not always integrated properly. Sentences relate relevant information and formatting is consistent. 	<ul style="list-style-type: none"> Some attempt has been made at a sustained organization, but major pieces are missing or inadequate. The introduction does not establish the context; The organizational strategy is unclear and impedes exposition. Paragraphs do contain separate ideas, but the relationships among them are not indicated with transitions. Quotes and paraphrases may be present, but no distinction is made between the two and they are not effectively integrated into the exposition. Sentences are repetitive and fail to develop ideas from one to the next. 	<ul style="list-style-type: none"> There is no sustained organization for the exposition. Organization does not rise above the paragraph level. The essay does contain discrete paragraphs, but the relationships among them are unclear. Ideas do not flow across paragraphs and are often impeded by erroneous sentence structure and paragraph development.
CONTROL OF LANGUAGE AND GRAMMAR	<ul style="list-style-type: none"> Contains precise and vivid vocabulary, which may include imagery or figurative language and appropriate academic vocabulary. The sentence structure draws attention to key ideas and reinforces relationships among ideas. Successful and consistent stylistic choices have been made that serve the writing purpose. Illustrates consistent command of standard, grade-level-appropriate writing conventions. Errors are so few and so minor that they do not disrupt readability or affect the force of the writing. 	<ul style="list-style-type: none"> Contains appropriate vocabulary that may lack some specificity, including some imagery or figurative language and appropriate academic vocabulary. The sentence structure supports key ideas and relationships among ideas, but may lack some variety and clarity. There is some evidence of stylistic choices that serve the purpose of the essay. Illustrates consistent command of standard, grade-level-appropriate writing conventions. Minor errors do not disrupt readability, but may slightly reduce the force of the writing. 	<ul style="list-style-type: none"> Contains vague, repetitive and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, disrupting the presentation of ideas. There are few or no attempts to develop an appropriate style. Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors disrupt readability and undermine the force of the writing. 	<ul style="list-style-type: none"> Contains very limited and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, resulting in a minimal expression of a few simplistic ideas. Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors impede readability and comprehension of the writing.

FORMING EVIDENCE-BASED CLAIMS - LITERATURE

FINDING DETAILS

As I read, I notice authors use a lot of details and strategies to develop a lot of details and techniques to develop their ideas and characters. I might then ask myself: What details should I look for? How do I know they are important? Below are examples of types of details authors often use in important ways.

I find interesting details that are related and that stand out to me from reading the text closely.

Author's Facts and Ideas

- Examples
- Vivid Description
- Characters/Actors
- Events

Author's Words and Organization

- Repeated words
- Strong Language
- Figurative language
- Tone
- Organizational Structure/Phrases

Opinions and Point of View

- Interpretations
- Explanation of ideas or events
- Narration
- Dialogue

CONNECTING THE DETAILS

I can draw inferences about the effects the author's use of details has on my experience as a reader. Below are some techniques authors use to create effects.

I re-read and think about the details, and explain the connections I find among them.

- Authors follow and/or modify established genres.
- Authors build and develop characters across the story.
- Authors sequence events to express a plot.
- Authors use description to establish a setting for the action.
- Authors use description, dialogue and events to create foreshadowing and irony.
- Authors use description, dialogue, and structures to establish a tone and mood.
- Authors use figurative language to infer emotion and embellish meaning.
- Authors organize lines, paragraphs, stanzas, and scenes to enhance a point or add meaning.
- Authors use rhythm, meter, and rhyme to build and emphasize meaning.
- Authors use words, objects, events and characters to build symbolism.
- Authors use different types of point of view and narration to shape meaning.
- Authors use explanation of ideas, events and characters to convey perspectives.
- Authors use dialogue to develop characters and points of view.
- Authors develop characters and events to express a perspective or feeling about a topic.

MAKING A CLAIM

I state a conclusion that I have come to and can support with evidence from the text after reading and thinking about it closely.

As I group and connect my details, I can come to a conclusion and form a statement about the text.

TEXT-CENTERED DISCUSSIONS CHECKLIST		COMMENTS
I. PREPARING	Reading & Research: I come to the discussion prepared, having read the text and/or researched the topic we are studying.	
II. ENGAGING AND PARTICIPATING	Engaging Actively: I pay attention to, respect, and work with all other participants in the discussion.	
	Participating Responsibly: I take a variety of roles in the discussion, and I follow the guidelines or agreements we have set for the conversation.	
	Recognizing Purpose & Goals: I understand the purpose and goals of our discussion or work, and I contribute to our progress.	
III. COMMUNICATING IDEAS, CLAIMS AND EVIDENCE	Presenting Ideas Coherently: I present my ideas and claims clearly, using relevant evidence and well-chosen details from the text.	
	Communicating Clearly: When I talk with others, I make eye contact and speak in a clear, respectful voice so they can understand me.	
IV. QUESTIONING	Posing Questions: I pose good questions that are centered on the text or topic and that help us think more deeply.	
	Responding to Questions: I respond to others' questions or comments by citing specific, relevant evidence and ideas.	
	Making Connections: I make valid and thoughtful connections and comparisons among my ideas and those of others.	
V. LISTENING RESPECTFULLY	Acknowledging Others: I pay attention to, acknowledge, and consider thoughtfully new information and ideas from others.	
	Qualifying or Justifying Views: I modify or further justify my ideas in response to evidence and ideas I have heard from others.	

WRITING EVIDENCE-BASED CLAIMS

Writing evidence-based claims is a little different from writing stories or just writing about something. You need to **follow a few steps** as you write.

1. ESTABLISH THE CONTEXT

Your readers must know **where your claim is coming from** and **why it's relevant**.

Depending on the scope of your piece and claim, the context differs.

If your whole piece is one claim or if you're introducing the first major claim of your piece, the entire context must be established:

In "The Short Happy Life of Francis Macomber," Ernest Hemingway develops...

Purposes of evidence-based writing vary. In some cases, naming the book and author might be enough to establish the relevance of your claim. In other cases, you might want to supply additional information:

In literature, authors often use the technique *in media res* where they begin a story in the middle of the action rather than at the beginning. In his short story "The Short Happy Life of Francis Macomber," Ernest Hemingway develops...

If your claim is part of a larger piece with multiple claims, then the context might be simpler:

To create this effect, Hemingway... or In paragraph 5, Hemingway...

2. STATE YOUR CLAIM CLEARLY

How you state your claim is important; it must **precisely and comprehensively express your analysis**.

Figuring out how to state claims is a **process**; writers revise them continually as they write their supporting evidence. Here's a claim about how Hemingway uses various points of view to characterize the character of Francis Macomber:

In "The Short Happy Life of Francis Macomber," Ernest Hemingway develops the characters of the short story by jumping from one character's point of view to another.

When writing claims, it is often useful to describe parts of the claim before providing the supporting evidence. In this case, the writer might want to briefly identify and describe the encounter between Macomber and the lion:

In "The Short Happy Life of Francis Macomber," Ernest Hemingway develops the characters of the short story by jumping from one character's point of view to another. Although the hunting scene is largely told from Macomber's perspective, Hemingway alternates the perspective of both the lion and Macomber to highlight his fear and cowardice character.

The explanation in the second sentence about how Hemingway uses a shifting point of view is relevant to the claim. It also begins connecting the claim to ideas that will be used as evidence.

Remember, you should continually return to and re-phrase your claim as you write the supporting evidence to make sure you are capturing exactly what you want to say. Writing out the evidence always helps you figure out what you really think.

3. ORGANIZE YOUR SUPPORTING EVIDENCE

Many claims contain multiple aspects that require different evidence that can be expressed in separate paragraphs. This claim can be organized sequentially, contrasting each perspective throughout the stages of the hunt: An account of **THE START OF THE ENCOUNTER**, an account of **AFTER THE INITIAL SHOTS**, and an account of **THE FINAL ENCOUNTER**.

Here are two paragraphs that support the claim with evidence for the first two stages.

An account of **THE START OF THE ENCOUNTER**:

The comparison starts with the different ways the lion and Macomber begin their encounter. As Macomber got out of the car "the lion still stood looking majestically and coolly toward this object that his eyes only showed in silhouette, bulking like some super-rhino" (pg 15). This majestic coolness is contrasted with what the heavily armed Macomber was feeling at the time: "He only knew 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" (pg 15). Standing fearfully atop his "fluttering" thighs, Macomber manages to wound the lion with a few "gut-shot(s)" (pg 16).

An account of **AFTER THE INITIAL SHOTS**:

The next sequence of shifting perspective sets up another contrast of character. The lion, now facing an enemy who has just shot and wounded him unprovoked, prepares bravely and calmly for their next encounter: "He galloped toward the high grass where he could crouch and not be seen and make them bring the crashing thing close enough so he could make a rush and get the man that held it" (pg 15). In contrast, Macomber does everything he can to avoid going into the grass after the lion. "Can't we set the grass on fire?...Can't we send beaters?...What about the gun-bearers?...Why not just leave him?" (pg 17-18). He will put other men's lives in danger to avoid confronting the lion. At one point, he even blurts out uncontrollably, "I don't want to go in there" (pg 17).

Notice the phrase, "The next sequence," starting the second paragraph. **Transitional phrases** like this one aid the organization by showing how the ideas relate to each other or are further developed.

4. PARAPHRASE AND QUOTE

Written evidence from texts can be paraphrased or quoted. It's up to the writer to decide which works better for each piece of evidence. Paraphrasing is **putting the author's words into your own**. This works well when the author originally expresses the idea you want to include across many sentences. You might write it more briefly.

The second sentence from paragraph 2 begins by paraphrasing Hemingway's description of the lion. The ideas are his, but the exact way of writing is not.

The lion, now facing an enemy who has just shot and wounded him unprovoked, prepares bravely and calmly for their next encounter.

Some evidence is better quoted than paraphrased. If an author has found the quickest way to phrase the idea or the words are especially strong, you might want to **use the author's words**.

The second sentence in paragraph 1 quotes Hemingway exactly:

As Macomber got out of the car "the lion still stood looking majestically and coolly toward this object that his eyes only showed in silhouette, bulking like some super-rhino" (pg 15).

5. REFERENCE YOUR EVIDENCE

Whether you paraphrase or quote the author's words, you must include **the exact location where the ideas come from**. Direct quotes are written in quotation marks. How writers include the reference can vary depending on the piece and the original text. Here the writer puts the page numbers from the original text in parentheses at the end of the sentence.