

Teaching Instructions

In order to complete the assignment students should have a working knowledge of the key terms : *claims, evidence, reasoning*. The class will also need internet access.

This lesson is designed to guide students through the process of searching for evidence to support an argument. In my classroom this would be the first time the students are directed to use search terms, Google, or Google Scholar. Because this is the first attempt I have provided selected arguments which I know have a wealth of sources of evidence available. In addition there are clear guidelines for the number and types of evidence needed to support the argument.

Prior to Instruction

I have a video tutorial which I made for my own students to introduce Google Scholar and EBSCO but the video is not publicly available. In order to facilitate the lesson for today the students would need some prior instruction in navigating these search engines, primarily Google Scholar. There are numerous tutorials available on Youtube. You will also need to print out the student handouts (pages 2,3).

Instruction Notes

This lesson builds on a previous lesson concerning the use of claims, evidence, and reasoning and practice in identifying all three in well constructed argument. Building on this prior knowledge the students should be ready to search for their own sources. The work produced today will serve as an excellent formative assessment which will help your instruction going forward. If the majority of the evidence is credible, relevant and logically aligned your next steps will be different than if the majority is of poor quality and illogical.

Instructions: Read the the arguments provided for you and choose one argument to support. Use the internet to locate the required sources of *credible* and *relevant evidence* to support your *claims*.

Arguments: Choose one argument to support, all of your work should reflect an *affirmative* position on the topic.

- Choosing the “right” college for you is more important than choosing the college with the best name brand recognition.
- Schools need to reform the way in which they assign grades.
- High school athletics are as beneficial for students as academic classes.

In order to support your position create two *claims* which would be supported by the *evidence* you will locate today. For the purposes of this activity you only need to create *claims* and locate *evidence*, there is no need to write out the reasoning.

- Find two *credible journalistic* sources
- One TED Talk
- Two *academic peer reviewed* sources



Image Source: L. Mendel Rivers Library, Charleston Southern University

Selecting and Using Evidence

Name:

Class:

Argument		
Claim #1	Source of Evidence Identify the title and type of source to be used	Evidence Type Describe the evidence to be used from the source
Claim #2	Source of Evidence Identify the title and type of source to be used	Evidence Type Describe the evidence to be used from the source