

Using Claim/Evidence/Analysis to Organize Notes from Sources for a Writing Assignment


GRADE

6 - 8

DISCIPLINE

 Social Studies

COURSE

 8th Grade social studies

TIME

 90min

TAKING NOTES FROM SOURCE MATERIALS IN CEA FORMAT : This technique works for any reading of primary sources or history texts.

USING CLAIM/EVIDENCE/ANALYSIS TO ORGANIZE NOTES FROM SOURCES FOR A WRITING ASSIGNMENT

STUDENTS WILL:	Students will gather information from primary sources using Claim/Evidence/Analysis charts to enrich a 1st person immigrant narrative.
FACILITATION STEPS:	Organize ten primary sources and a chart that asks students to fill in boxes for each that tease out a claim, evidence and some analysis of that evidence.
CONTEXT/IMPLEMENTATION NOTES:	<p>These students have been using a simulation from <i>Mission:US</i> to introduce them to immigrants at Ellis Island. After each of 6 sections of that simulation, they write CEA paragraphs, related to the essential question of the unit: Did immigrants to America at the turn of the century find the American ideals of liberty and equality? At the end, they will build from those paragraphs to create an essay.</p> <p>The CEA note-gathering chart, available for view in the student work sample, is just a list of the title of of the 10 sources and then three boxes, horizontally arrayed below, labeled claim, evidence, and analysis.</p> <p>Because the teacher had not had them work with this chart before, they crowded around the first three sources (like immigrants in steerage, he says) and for each found evidence, composed a claim, and composed analysis, completing their charts together.</p> <p>For sources 4 , 5 and 6, students worked independently to complete the charts and then had to justify their answers to "the inspector," Mr. Wright, in a check for understanding.</p> <p>For sources 7, 8, 9, and 10, he was aware that they were collaborating to find answers, but were on task. He heard them deferring to those who seemed to get it, thereby hearing other people's reasoning. In another class with an additional adult in the room, there was less appropriation of answers and more collaboration.</p> <p>Students then went to the "Immigrants at Ellis Island: Writing Assignment" and followed the very specific directions for a first person narrative from the point of view of the character card that they had been assigned. Mr. Wright found that they wrote steadily without confusion, using details from the sources, a vast improvement on previous years' responses.</p>
STANDARDS:	<p>RH.6-8.1 : Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.10 : By the end of grade 8, read and comprehend history/social studies texts in the grades 6—8 text complexity band independently and proficiently.</p>

**ADDITIONAL
ATTACHMENTS:**

Student Work Samples

 [IAT 8th grade #1 student work .pdf](#)

 [IAT 8th grade #2 student work .pdf](#)

Teacher Resources

 [Claim Evidence Analysis Poster.pdf](#)

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