

8th-Grade ELA

Lesson: Friday, April 10, 2020

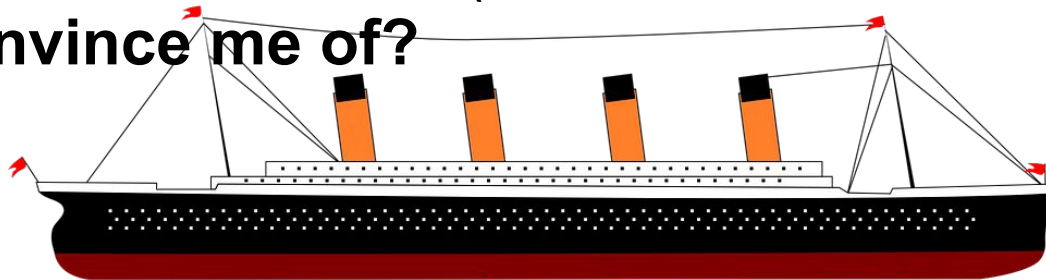
Learning Targets

I can: determine whether an author's claim is valid.

I can: examine the the validity of an author's claim by looking critically at evidence.

Warm Up:

1. Watch [this short video](#) and listen for a **CLAIM**.
2. Then, on a piece of notebook paper, write down the character's **CLAIM**.
3. **Hint:** to find the author's claim, you must ask yourself: **What is the author** (in this case, character) **trying to convince me of?**



Learn:

What is a **CLAIM**? How is it determined if a **CLAIM** is valid?

- **Claim is** the author's presentation of fact with or without support/evidence.
- **First**, to find the author's claim, you must ask yourself *"What is the author trying to convince me of?"*
 - ◆ Example claim: "God himself could not sink this ship."

Learn:

What is a **CLAIM**? How is it determined if a **CLAIM** is valid?

- **Next**, you must determine the validity (or how likely the claim will come true) of the claim.
- A **VALID** argument is sound (attempts to use solid evidence) and based in logic.
- In order to determine if the claim is valid, or true, the reader must evaluate the evidence that the author uses and determine if the evidence is **STRONG** or **WEAK**.

Practice:

On the next slide let's take a look at some of examples of a claim and its evidence.

- 1) As you read the paragraph, write down the author's claim on your piece of notebook paper.
- 2) What evidence does the author use to support the claim? Write down the evidence.

Practice:

I think the school's decision to change our dress code to uniforms will hurt students more than help them. Even though school officials and parents argue that uniforms will help us focus more on our studies, this may not actually be the case. In a survey I did of one hundred students from all three grades, only six thought that wearing a uniform would help them make better grades. On top of that, our school already receives above-average ranking on statewide tests.

Validity Check

Are the statements on this graphic **VALID?**

On your piece of paper, explain why each statement is valid or invalid.

Pros of School Uniforms

School uniforms make getting ready for school easier, which can improve punctuality.

School uniforms keep students focused on their education, not their clothes.

School uniforms can save parents money.

School uniforms create a level playing field among students, reducing peer pressure and bullying.

School uniforms may improve attendance and discipline.

Wearing uniforms enhances school pride, unity, and community spirit.



Resources:

<http://school-uniforms.procon.org>

<http://kidsfashion.about.com/od/doityourselfstyles/tp/The-Pros-Of-School-Uniforms-Why-Students-Should-Wear-School-Uniforms.htm>

<http://connectusfund.org/9-serious-pros-and-cons-of-wearing-school-uniforms>

Practice Answer Key:

1. Author's claim:

"I think the school's decision to change our dress code to uniforms will hurt students more than help them."

2. Author's evidence:

"In a survey I did of one hundred students from all three grades, only six thought that wearing a uniform would help them make better grades."

"On top of that, our school already receives above-average ranking on statewide tests."

Validity check: Has the author used evidence that is valid?

Validity Check

On Slide 7, the speaker used a **VALID** argument when he/she used observable evidence, “our school already receives above-average ranking on statewide tests.”

On slide 8, all of the arguments are **INVALID** because they state the author’s opinion without supporting facts or evidence.

Note: the author could make some of these statements valid by providing evidence.

Example: According to the [#btrue2u](#) blog, uniforms create a level playing field and reduce bullying because they found “9 out of 10 teachers believe uniforms reduce bullying” and “7 out of 10 students believe wearing a school uniform helps them fit in.”

Read the following information from History.com about the planning and designing of the Titanic. What info would **best support** the claim about the Titanic being “unsinkable”?

“The [Titanic was] constructed by the Belfast shipbuilders Harland and Wolff, who had a long-established relationship with the White Star Line dating back to 1867. Harland and Wolff were given a great deal of latitude in designing ships for the White Star Line; the usual approach was for the latter to sketch out a general concept which the former would take away and turn into a ship design. Cost considerations were relatively low on the agenda and Harland and Wolff was authorized to spend what it needed on the ships, plus a five percent profit margin.”

Practice Answer Key:

“The [Titanic was] constructed by the Belfast shipbuilders Harland and Wolff, who had a long-established relationship with the White Star Line dating back to 1867. Harland and Wolff were given a great deal of latitude in designing ships for the White Star Line; the usual approach was for the latter to sketch out a general concept which the former would take away and turn into a ship design. Cost considerations were relatively low on the agenda and Harland and Wolff was authorized to spend what it needed on the ships, plus a five percent profit margin.”

Explanation: Because White Star put minimal restrictions on spending, the architects were allowed to design and build the Titanic using the best materials and concepts of the day.

Read the following information from History.com about the construction of the Titanic. What info would best support the claim about the Titanic **NOT** being “unsinkable”?

“The hull was held together with over three million iron and steel rivets, which by themselves weighed over 1,200 tons. They were fitted using hydraulic machines or were hammered in by hand. In the 1990s some material scientists concluded that the steel plate used for the ship was subject to being especially brittle when cold, and that this brittleness exacerbated the impact damage and hastened the sinking. It is believed that, by the standards of the time, the steel plate's quality was good, not faulty, but that it was inferior to what would be used for shipbuilding purposes in later decades, owing to advances in the metallurgy of steelmaking. As for the rivets, considerable emphasis has also been placed on their quality and strength.”

Practice Answer Key:

“The hull was held together with over three million iron and steel rivets, which by themselves weighed over 1,200 tons. They were fitted using hydraulic machines or were hammered in by hand. In the 1990s some material scientists concluded that the steel plate used for the ship was subject to being especially brittle when cold, and that this brittleness exacerbated the impact damage and hastened the sinking. It is believed that, by the standards of the time, the steel plate's quality was good, not faulty, but that it was inferior to what would be used for shipbuilding purposes in later decades, owing to advances in the metallurgy of steelmaking. As for the rivets, considerable emphasis has also been placed on their quality and strength.”

Explanation: We know that the *Titanic* sunk because it struck an iceberg. This sentence shows that the cold temperature of the water and iceberg made the steel weak, increased the damage, and caused the boat to sink quickly.

If you want to learn more...Additional Resources:

If you'd like to learn more about the *Titanic*, click the picture to watch a video from the *History Channel*.

