

FINDING EVIDENCE

Thursday, November 1st, 2018 READ Method for AIR Preparation (Standardized Test Preparation Thursday Program)

CAROUSEL OF EVIDENCE

This week, the standardized test prep lesson focuses on finding evidence in passages. Students will participate in a carousel with different activities designed to help them work with evidence and elaboration.

-Arrange the room so that there are three stations. Use the information and resources below to set up each of the stations. Students will travel to each station, spending 12 minutes at each station. You can have them travel in assigned groups or simply assign them numbers (1-3) individually so they know at which station they should begin. You can use the timer at <https://classroomscreen.com> to signal students when to move to the next station. (NOTE: If you have a really large class, you can make two locations for each station to avoid overcrowding.)

STATION ONE-WHAT DOES IT SUPPORT?

-Place copies of the [WHAT DOES IT SUPPORT INSTRUCTION/ACTIVITY SHEET](#) at STATION ONE. Students should fill in their own activity sheets, but can talk to a neighbor as a scaffold where needed. Here are the answers for the activity.

EVIDENCE FROM THE TEXT	WOULD SUPPORT	WOULD NOT SUPPORT
"The world won't care about your self-esteem. The world will expect you to accomplish something BEFORE you feel good about yourself."	x	
"Mandating fairness solves the world's problems."		x
"While we have no control over the beginning of our life, the overwhelming majority of us have the ability to influence the outcomes we attain."	x	
"There seems to be a lot of talk these days about what is fair, and what is not."		x

EVIDENCE FROM THE TEXT	BODY PARAGRAPH 1 POINT: SLAVES TOOK RISKS TO LEARN TO READ.	BODY PARAGRAPH 2 POINT: LEARNING TO READ LEADS TO FULFILLMENT.	DOES NOT SUPPORT EITHER BODY PARAGRAPH
"But some of us would try to steal / A little from the book"	x		
"It was agin' their rule."	x		
"And I felt as independent / As the queen upon her throne."		x	
"And, I longed to read my Bible"		x	
"So I got a pair of glasses"			x
"And greased the pages of his book, / And hid it in his hat."	x		

STATION TWO-EVIDENCE THROW-DOWN

-Place copies of the [EVIDENCE THROW-DOWN INSTRUCTION/ACTIVITY SHEET](#) at STATION TWO. Students should divide themselves into two groups at this station to prepare for and participate in the throw-down. Here is a sample of some evidence that may be pulled out by the students.

BODY PARAGRAPH 1

POINT: One responsibility students have is to discover their talents.

EVIDENCE: Every single one of you has something that you're good at. Every single one of you has something to offer.

And you have a responsibility to yourself to discover what that is. We need every single one of you to develop your talents and your skills and your intellect so you can help us old folks solve our most difficult problems. If you don't do that — if you quit on school — you're not just quitting on yourself, you're quitting on your country.

BODY PARAGRAPH 2

POINT: A second responsibility students have is to not let personal circumstances get in the way of their education.

EVIDENCE: But at the end of the day, the circumstances of your life — what you look like, where you come from, how much money you have, what you've got going on at home — none of that is an excuse for neglecting your homework or having a bad attitude in school. That's no excuse for talking back to your teacher, or cutting class, or dropping out of school. There is no excuse for not trying. Where you are right now doesn't have to determine where you'll end up. No one's written your destiny for you, because here in America, you write your own destiny. You make your own future.

BODY PARAGRAPH 3

POINT: A third responsibility students have is to see failures as learning opportunities.

EVIDENCE: Some of the most successful people in the world are the ones who've had the most failures. J.K. Rowling's — who wrote Harry Potter — her first Harry Potter book was rejected 12 times before it was finally published. Michael Jordan was cut from his high school basketball team. He lost hundreds of games and missed thousands of shots during his career. But he once said, "I have failed over and over and over again in my life. And that's why I succeed." These people succeeded because they understood that you can't let your failures define you — you have to let your failures teach you. You have to let them show you what to do differently the next time. So if you get into trouble, that doesn't mean you're a troublemaker, it means you need to try harder to act right. If you get a bad grade, that doesn't mean you're stupid, it just means you need to spend more time studying. You might have to do a math problem a few times before you get it right. You might have to read something a few times before you understand it. You definitely have to do a few drafts of a paper before it's good enough to hand in. And even when you're struggling, even when you're discouraged, and you feel like other people have given up on you, don't ever give up on yourself, because when you give up on yourself, you give up on your country. The story of America isn't about people who quit when things got tough. It's about people who kept going, who tried harder, who loved their country too much to do anything less than their best.

STATION THREE-PUTTING EVIDENCE IN YOUR OWN SENTENCES

-Place copies of the [PUTTING EVIDENCE IN YOUR OWN SENTENCES INSTRUCTION/ACTIVITY SHEET](#) at STATION THREE. Students should fill in their own activity sheets, but can talk to a neighbor as a scaffold where needed. Here is a sample of a completed paragraph for the activity.

Maya Angelou analyzes the idea of freedom through imagery that appeals to the senses of the reader in "Caged Bird".

-This is the topic sentence of the paragraph; it gives the point to be supported by evidence and elaboration. It must be a point that supports the thesis of the essay.

Angelou appeals to the reader's senses of sight and touch when describing how the free bird "floats" on the wind and "dips his wing in the orange sun rays" and plays on the reader's senses of sound and sight when the caged bird "opens his throat to sing" through "his bars of rage."

-This sentence supports the topic sentence about analysis through imagery and includes textual evidence.

The imagery used for each bird is starkly different because the reader sees that the free bird has access to "make the sky his own," while the caged bird is in a "narrow" space.

-This sentence elaborates more on the imagery mentioned in the topic sentence and gives more textual evidence.

The choice of sight imagery leads the reader to feel very differently about the two birds and see that the caged bird is merely a "shadow" of the free bird.

-This sentence acts as a transition to the final sentence which is going to tie the point of the paragraph to the thesis of the essay and gives more textual evidence.

Thus, the caged bird's freedom is realized in dark and negative images showing that the freedom is not real, only spiritual, and the free bird's physical freedom is noted in bright colors and active images, making it tangible.

-This sentence ties the point made in the paragraph and its evidence and elaboration to the thesis of the essay.