**Claim, Evidence, Analysis**

Try again. We are getting it, but not quite there YET. The first examples is a 3.0 example. Use it, and your previous practice with this process to find the claim, evidence, and/or analysis for the remaining examples.

**Claim**: Armada High School is a strong academic school.

**Evidence**: Standardized test scores are among the highest in the county and always above the national average.

**Analysis**: While only one factor, standardized test scores are a solid indicator of how well a school meets the needs of its students. By analyzing Armada High School’s test scores, one can see it is a strong academic school. **(Two sentences to clearly link evidence to claim-basically restating thesis/topic sentence.)** By scoring well above the national average ten years in a row on the ACT and ranking second in Macomb County on composite scores for the past two years, it is very safe to say that Armada’s scores are high (armadaschools.org). Furthermore, test scores are unbiased and are delivered equally to all students. **(One sentence validating the evidence as reliable and unbiased.)** When students score well on these tests year after year, it is a clear indication that the time spent in that building is not wasted and, in fact, produces proficient students. Therefore, it is easy to see how the Home of the Tigers can be considered a respectable, worthy options for parents to choose when selecting a high school that will foster their child’s learning.

*This response would probably earn a 3.0. The first sentence validates the evidence as strong. The second sentence might actually work better as the topic sentence because it says what the entire paragraph is about. The rest of the sentences explain how high test scores are the equivalent to high student learning. Notice that this response is not necessarily long. Writing a lot is not the point. The point is that the words on the page accomplish the task at hand: explaining how the evidence proves the claim.*

**What can you synthesize about the process of claim, evidence and analysis?**

Text: Mr. Hundey’s career teaching history at Armada High School.

Claim:

Evidence: He is loquacious and vivacious.

Analysis: Through his verbose, rich lecturing, Mr. Hundey is a strong history teacher. Often history teachers need to give students lots of information when they are teaching. Usually, this comes in the form of lecturing. Some teachers are monotonous and boring when they are talking. However, Mr. Hundey lectures with a passion and uses lots of examples. In a sense, he almost talks too much. When he is explaining an idea, such as the importance of trade on the Silk Road, he makes multiple connections to modern day, walks around the room feverishly, periodically calls on students who might not be paying attention, and references several charts/graphs that he created on the board. It is challenging for a student to be lost or confused after a Mr. Hundey lecture for these reasons. Therefore, since he is loquacious and vivacious, Mr. Hundey is a stalwart history teacher.

**Text: *Hamlet*. Specifically the line, “Gertrude: (aside) I am not the innocent flower, but the serpent in the garden of treachery.”**

**Claim: Gertrude knew about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evidence:**

1. **Using an aside to make the character’s thoughts clear to the audience, but not other characters.**
2. **The double metaphor of the flower and the serpent.**

**Analysis:**

1. **In Act V, Shakespeare makes it clear that Gertrude \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by using an aside. The line, “I am not the innocent flower, but the serpent in the garden of treachery,” is an aside where Gertrude confesses to the audience that she is sneaky and shrewd. She (and Shakespeare) make this obvious by use the theatrical device of an aside. In an aside, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This technique specifically shows the author’s claim that Gertrude (whatever you put for the claim) because…**
2. **In Act V, Shakespeare makes it clear that Gertrude \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by using an aside. In the line, “I am not the innocent flower, but the serpent in the garden of treachery,” Gertrude confesses to the audience that she is sneaky and shrewd. She (and Shakespeare) make this obvious by comparing her to a snake. This metaphor specifically shows the author’s claim that Gertrude (whatever you put for the claim) because…**

Text: All of the texts we have read together so far in English 11: *Beowulf, Canterbury Tales,* and *Hamlet.*

Claim: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was the best text that we have read so far in class.

Evidence: (List only one piece of evidence that is specific and directly supports the claim)

Analysis:

**“Ophelia” by John Schmitt**

Hamlet to Ophelia, “Adieu, love. Adieu.”

It echoes through millennia, “Adieu, love. Adieu.”

And we play these plays and we say these parts

While we dance through all these issues in the dark.

We’re feigning madness from the start

And we dance through all these issues in the dark.

Hamlet to Ophelia, “Adieu, love. Adieu.”

It echoes through millennia, “Adieu, love. Adieu.”

I can take the stage and say these parts

While we dance through all these issues in the dark.

We’re feigning madness from the start

And we dance through all these issues in the dark.

And kings will kill kings

And marry their queens

But love always seems to be lost on me.

And so to my Opheila,

“Adieu, love. Adieu.”

It echoes through my heart and longs, “Adieu, love. Adieu.”

“Adieu, love. Adieu.” X 4

Ophelia steps out into the great divide;

Decided she’d try to walk on water.

And kings will kill kings

And marry their queens

But love always seems to be lost on me.

You’re lost on me. X4

Text: “Ophelia” by John Schmitt <https://www.youtube.com/watch?v=YVXxyYoeltI>

Claim:

Evidence: (List only one piece of evidence that is specific and directly supports the claim)

Analysis:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets** | 4 | 3 | 2 | 1 |
| **Purpose** = Did I produce clear writing to accomplish a specific purpose: to persuade, to inform, to **analyze**, and/or to entertain?  | **I can make my** purpose very clear beyond teacher expectations. My reader is completely familiar with my claim in a profound way. | **I can make my** purpose clear consistently. My reader is pretty familiar with my claim. My purpose is apparent and believable. | **I can make my** purpose fairly clear. My reader is somewhat familiar with my claim. Some aspects of my purpose are confusing or unclear. | **I struggle to make my purpose** **obvious.** My reader is not clear about my claim. **I require teacher assistance to clarify a purpose in my writing.**  |

**Student Name:**

**Reflection: After scoring yourself on the rubric above, think about how this practice helped you understand Claim, Evidence and Analysis. What did you already know before doing this activity? How much did it help you on a scale of 1-10? Which specific part was the most helpful? Why? Which part was the least helpful? Why?**