

Literature Unit 3 Skills Lesson #13

SWBAT determine the quality of an argument by evaluating evidence and analysis

DO NOW:

Directions: Read the following article (from last night's HW) and respond to the questions that follow:

Whatever happened to plans to bury U.S. nuclear waste in Yucca Mountain?

By Adam Hadhazy | Mar 9, 2009 03:53 PM | 6

Remember the feds' controversial plan to store all of the country's spent nuclear fuel deep inside Yucca Mountain in the Nevada desert some 100 miles (160 kilometers) northwest of Las Vegas? Well it looks like that proposed resting place for the country's nuclear waste has apparently been, well, laid to rest.

When President Obama unveiled his budget last month, he essentially eliminated funding to prepare the site as the nation's nuke graveyard. The [few] funds still to be allotted to site is not enough to fund the site, that money can only be used by the Nuclear Regulatory Commission (NRC)—a group that supports Yucca—to hold planned hearings to try to get more money.

Even if the NRC gets the green light to construct Yucca, the dual opposition of Obama and Senate Majority Leader Harry Reid likely spell doom for the site. Both of those men have strong influence in Washington DC.

- **Underline** the author's argument
- **BOX** two pieces of evidence
- ***Star*** the analysis

1. The author most likely repeats the word "well" the second sentence to
 - a. Emphasize a key term in his argument
 - b. Persuade the reader using colloquial language
 - c. Highlight the humor of the statement
 - d. Imply that he is unsure of his stance on the issue
2. Which of the following statements BEST describes the function of the dashes in paragraph 1:
 - a. Emphasize an important point
 - b. Clarify a new term
 - c. Insert an interesting, but irrelevant detail

Class Notes

KEY TERMS: SHOW US WHAT YOU KNOW

- Evaluate: make a _____

Comment [WU]:

WHAT:

Evaluate: make a judgment
Argument: opinion
Evidence: the information the author uses to support their argument
Analysis: How the author clearly and accurately shows how the evidence proves the claim:

HOW:

-Identify argument, evidence, analysis
-Identify the BEST evidence to prove claim
-

Comment [WU]:

Comment [WU]: Scholars given this article for HW
Needs to be edited

Comment [WU]: Argument

Comment [WU]: evidence

Comment [WU]: Analysis--- *not enough to fund construction...

Comment [WU]: Evidence # 2

Comment [WU]: MIC-when you repeat something it is always important

Comment [WU]: MIC- well is not a persuasive word, he is not convincing us through that word, rather his evidence

Comment [WU]: Humor, word play, irony, cannot decide

Correct answer

Comment [WU]: WTB-he does have a stance- MIC-well always means unsure

Comment [WU]: Scholars need another at-bat with dashes

Comment [WU]:
HOOK: Cosign if you ever wanted to get into the head of your teacher while

Comment [WU]: judgment

- **Evidence (in persuasive non-fiction):** The _____ or _____ an author uses to _____ **argument**.
- **Analysis:** When the author CLEARLY and ACCURATELY _____ how the evidence proves his/**her** _____.

Comment [WU]: facts; opinions; support/defend/prove

Comment [WU]: shows;argument

Comment [WU]:
 Frame:
 Scholars here is a piece of the rubric that are not only being graded on here in Middle School, but you will also get graded on in high school. That means papers you write that you may send to colleges will be graded on this rubric—wow. It is definitely important that you see it, learn it and know how to use it to evaluate!
 Have scholars take 30 seconds to read, then respond to everybody writes 30 seconds

EVIDENCE	Selection	Choice	5th Grade: Most evidence selected is connected to the topic of the paragraph.	6th Grade: All evidence selected is connected to assertion, although some may not be directly relevant evidence is adequate in amount.	7th Grade: All evidence selected is directly relevant to assertion; evidence is adequate in amount.	
	Interpretation	Analysis	5th Grade: Attempts to clarify and explain the meaning of the majority of evidence.	6th Grade: All evidenced is clarified or explained. Attempts to analyze although analysis may be innacurate or implausible.	7th Grade: All evidenced is clarified or explained. Some evidence is analyzed. Analysis is generally plausible	

Comment [WU]:
 If feeling a culture moment---
 You know, I think your teachers may have sold you short on this one, may we can hit that 8th grade strand, what to do you think that strand is—ALL evidence is analyzed, go ahead let's write it in, because we are going to get ther

Comment [WU]:
 Revelent; adequate in amount

When we are evaluating then, we will be checking to see if the evidence is relevant & there is enough of it

Comment [WU]: Explained;analyzed

 Now based on this rubric I know the two key questions I am going to need to ask myself to **evaluate** the authors evidence and analysis
 1) Is the evidence connected argument?
 2) Does he or she clearly and accurately connect the evidence to the claim?

Comment [WU]:
 Ms. Roth is going to model how she would evaluate the this argument
MODEL:
 Well as we know yesterday before we can do anything we need to identify the author's argument, we did that during

Everybody Writes:

What are the **two** key criteria for success for 7th grade evidence **selection**:

According to the analysis strand, all evidence must be _____ and some must be _____.

Whatever happened to plans to bury U.S. nuclear waste in Yucca Mountain?
 By [Adam Hadhazy](#) | Mar 9, 2009 03:53 PM | [6](#)

Remember the feds' controversial plan to store all of the country's spent nuclear fuel deep inside Yucca Mountain in the Nevada desert some 100 miles (160 kilometers) northwest of Las Vegas? Well it looks like that proposed resting place for the country's nuclear waste has apparently been, well, laid to rest.

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Even if the NRC gets the green light to construct Yucca, the dual opposition of Obama and Senate Majority Leader Harry Reid likely spell doom for the site. Both of those men have strong influence in Washington DC.

Based on Ms. _____ model, what 2 key questions must you ask yourself to *evaluate an evidence and analysis*:

1. _____
2. _____

Show us what you know:

Read another paragraph of the article and respond to the question that follows:

The political hot potato has been little more than a money pit since 1987 when Congress and the Department of Energy selected it as the permanent storage facility for up to 70,000 metric tons of waste produced by the nation's nuclear power plants. Taxpayers have subsequently poured nearly \$11 billion into the project, including early planning stages—much of it in penalties paid to utilities when the site did not begin accepting shipped waste in 1998 per plan. Closing down the facility before it's even built, let alone opened may leave the government owing billions of dollars more to utilities who have helped fund its proposed construction.

1. In the paragraph above:
 - a. The author uses two pieces of relevant evidence about the expense of the plant, and then analyzes this evidence by showing how closing the plant will save the government **money**.
 - b. The author uses two pieces of relevant evidence about the expense of the plant but does not analyze the evidence. He just explains why the government spent so much **money**.
 - c. The author uses two pieces of relevant evidence about the expense of the plant, but his analysis does not connect to his claim—he actually explains why closing the plant could cost

Reading Questions

1. even more **money**.
Governor Thurnburgh's quotation, "as long as there is any conceivable threat," **BEST** supports which one of the following statements:
 - a. Denton said that judging from all the data the scientists on Three Mile Island had collected, the bubble had **shrunk**.
 - b. Denton cautioned that scientists were not out of the woods **yet**.
 - c. [Denton] estimated that it would be years before the building could be **contaminated**.

Comment [WU]: Argument

Comment [WU]: evidence

Comment [WU]: Analysis--- *not enough to fund construction...

Comment [WU]: Evidence # 2

Comment [WU]:

-Is the evidence relevant?
-Does the author clearly connect it to the claim

Comment [WU]: MIC wrong claim

Comment [WU]: WTB doesn't understand text

Comment [WU]:

Correct

Comment [WU]: When we left off our reading, middletown just had a visit from who?
President jimmy carter

Potential analysis question:
there

Comment [WU]: WTB

Comment [WU]: correct—still danger

Comment [WU]: WTB

2) Everybody Annotates: On page 73, Boyer's calls some of his neighbor's "inhuman,"

- BOX the evidence he uses to support his claim.
- Star the **analysis**

T & T: Does Boyer explain or analyze his evidence?

Comment [WU]: Whole class CFU
Does Boyer analyze or explain this information
CFU: what key question do you ask?
Does he clearly connect it to his claim
T & T

Exit Ticket

Directions: Read the following assertion and then respond to the questions that follow:

"Harold Denton is responsible for preventing a nuclear meltdown on 3 mile island."

Which one of the following paragraph uses evidence and analysis to BEST proves this assertion?

Name: _____
7th Grade Literature

October 25, 2012

1. Harold Denton consistently and accurately monitored of the oxygen levels in 3 Mile Island because “if the hydrogen and oxygen mixed, there would have been an explosion.” Had people on 3 mile Island listened to Mattson’s figures, there would have been an evacuation, but Denton prevented that disaster from happening.
2. Harold Denton diligently monitored of the oxygen levels inside the reactor to prevent the “hydrogen from being exposed to oxygen.” If the hydrogen did interact with the oxygen, it would have led to a nuclear meltdown. If Denton did not check all of his numbers so carefully and frequently, these two elements may have combined.

Comment [WU]: Correct response

EXPLAIN...then GRADE

Explain your response:

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Done early? Stretch it!

Add one more piece of evidence and analysis to support the argument above:
