7/31/14 Shelby County In-service Seminar –

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**Title:** Distinguishing Analysis from Summary in an Argument;

One Assignment to cover Textual Evidence, Writing Assessment.

Common Core Standards, and AP Language Curriculum Requirements

**Focus: Analysis vs Summary**

**Making and Supporting a Claim**

**Materials:**

1. **Assignment:** Choose an article/essay of about 500 words.
2. Students create an MLA citation for the article.
3. Students summarize the article in 25 words or fewer.
4. Students write a position paragraph that makes a claim about the article. The paragraph includes the following:
   * + - * A clear topic sentence – the claim,
         * Quoted/paraphrased evidence from the article – the grounds,

Explanation that connects the grounds to the claim – the backing

2. Colors: Students highlight the following:

Claim – yellow

Grounds – green

Backing – blue

Conclusion – yellow

3. The Summary

Students should include the following:

1. A present tense, active voice summary that reflects the full intent of the article, and
2. An identification of the type of evidence used by the author: anecdotes, statistics, facts, quotes, expert testimony/opinion, or legal precedents.

**Coaching Point**:

Start the summary with the author’s last name. The author is speaking, not the

article. The first verb in the summary is a great place to focus on tone and to

emphasize the value of precision. *Chappell says* is too plain and generic.

Instead, Chappell

declares/infers/opines/stresses/persuades/ignites/contemplates/examines/

portrays/illustrates/speculates/demands/proposes/compares/contrasts/

destroys/uncovers/pleads/reveals/condemns/ or praises.

4. **The Claim**

Like the European explorers of the Renaissance, the claim shows ownership of a

position on the topic taken by the student. The tricky part is the student must use the textual evidence in the article. He/She must follow the evidence, even if it does not fit the student’s personal opinion.

**Coaching Point:**

The goal is to make an A on the assignment, not change the world.

Students must evaluate the evidence in the article in order to determine if the claim can be supported. They do not like this.

Unforgivable sins: I think and I believe.

State the claim as a fact. Be confident.

5**. Grounds**

The is where students cite textual evidence. They are using the author’s information to prove their claim through paraphrasing and quoting.

Because this is a paragraph and not an essay, it is essential that students utilize the best information and only that information that supports the claim. Like politicians, they should ignore information that does not support their claim.

# Coaching Point

Fact and truth are two different concepts. Encourage students to interpret facts in multiple ways. When they move to argumentation essays, this will help them find the counter-argument and dismantle it.

6**. Backing**

This is the key element and probably the toughest element for most students. This is where students connect the grounds to the claim and explain how they understand the connection.

**Coaching Point**

The connection should be direct.

1. What this means is ….
2. As a result, ….
3. In other words, ….
4. Because of this, …
5. To put it another way….
6. Consequently, ….
7. In the same way,

**7. Conclusion**

The conclusion should reference the claim. If possible, it should reflect how the evidence supports the claim.

Unforgivable sins: In conclusion, Lastly, Finally, I have shown, To sum up, and In Closing.

8. **Collaborative Roles**

Students are in groups of four. They send their papers successively to the left until each has her/his own paper.

Each student checks for the same information on each paper and provides feedback.

1. Checks the MLA citation and the summary. Count the words.
2. Checks the claim and conclusion.
3. Checks for grounds.
4. Checks for backing.

Each student receives her/his own paper back with feedback for revision.

9. **Grading Students’ Work**

MLAcitation 10 pts.

Summary 10 pts

Paragraph 30 pts