



Gathering and Evaluating Evidence

Week 3 – Days 4 and 5

Lesson Overview

This activity is designed to be a two-day opportunity for students to independently gather, evaluate, and cite textual evidence from the resources provided in this curriculum and from additional digital or teacher-recommended resources.

Lesson Vocabulary

textual evidence, quote, citation, and inference

Standards and Learning Targets for Lesson

Learning Targets

- I can gather and evaluate textual evidence about potential solutions to my scenario.

Next Generation Science Standards

- 5-ESS3-1.C – Earth and Human Activity
 - Obtain and combine information about the ways individual communities use science ideas to protect the Earth’s resources and environment.

Idaho Science Standards

- 5.S.5.1.1 – Personal and Social Perspectives
 - Identify issues for environmental studies.

Common Core ELA Standards

- RI.5.1 – Reading Informational Text
 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Materials

- Graphic organizer “Gathering Evidence” from Day 3 for each student
- Searching for solutions articles from Day 3 for each student

Lesson Duration

Approximately 4 hours total (2 hours/day for 2 days)



Fifth Grade Curriculum: Wheat Farming and Climate Change in the Inland Pacific Northwest



Lesson Description

During this activity, students will continue to gather and evaluate evidence from the text to support their essay on solutions to their scenario. This work will be mostly student driven; however, students/groups will need to schedule an appointment with the teacher to check in on progress and next steps.

Engage (15 minutes) – DAYS 4 and 5

- Have the whole class circle up and with your guidance create a list of behavior expectations for the long sections of independent work. The list of expectations should end up including several of the following criteria:
 - Appropriate use of technology
 - Reasonable voice volume for group collaboration
 - Responsible use of time
 - Clear, concise, and kind feedback on peer work
 (NOTE: on day 5, begin the day by facilitating a student discussion around expectations).

Independent Work/ Group Appointments (95 minutes) – DAY 4

- Have students continue to gather evidence from their texts.
- Have groups meet with you to discuss what is going well, obstacles, and next steps.

Debrief (10 minutes) – DAY 4

- Have the whole class circle up.
- Ask each student to respond to the following reflection question: *What are your next steps to accomplish the assessment learning target?*

Independent Work/ Group Appointments (95 minutes) – DAY 5

- Have students continue to gather, evaluate, and cite evidence from their texts and a variety of digital or teacher-provided sources.
- Have groups meet with you to discuss what is going well, obstacles, and next steps.

Debrief (10 minutes) – DAY 5

- Have the whole class circle up.
- Pose this reflection question: *During the past two days of work, what were your successes and what were your struggles?*
- Ask students to respond to these two questions using a fist to five scale: (1) *How prepared are you to begin writing your essay next week?*; and (2) *If you are not prepared, what can you do to prepare yourself to be successful when we start writing our essays?*