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| Name: |  | Date: |  |

## Purpose

Understanding claim testers is just the beginning! It is now time for you to support, evaluate, and refute claims. You will apply what you know about authority, logic, intuition, and evidence to write supporting statements for claims and analyze the quality of the statements put forth by your peers. In doing so, you will be gaining experience in supporting your own claims with evidence—which will promote your development as a reader, writer, and critical thinker.

## Practices

### Reading, writing

As readers, we need to be equipped with the tools required to be critical of the stories we hear and the narratives we accept and promote. You will practice reading for meaning while exploring the various claims—and you will engage with the claims by creating supporting statements. Next, you will analyze the supporting statements and determine the quality of such statements in collaborative conversation in small groups. Writing will be practiced in multiple parts of this activity, as you will write supporting and refuting statements in relation to the claims you were given.

## Process

In this claim-testing activity, you are given four claims about the Islamic world. You are asked to work with these claims in three different ways:

1. Find supporting statements for those claims.
2. Evaluate the strength of the supporting statements provided for those claims.
3. Provide statements that refute (argue against) the claims.

Get into small table groups. Each group should have a complete set of Claim Cards in the middle of their table. Listen for your teacher’s directions for when to start.

### Round 1

1. Grab one Claim Card from the center of the table.
2. On the card, write down a statement that supports the claim. You can use prior knowledge or course materials for this.
3. Pass your Claim Card to the person to your right.
4. Write down a statement that supports the claim on the card that you now have. It can’t be the same as any of the supports already written on the card.
5. Repeat the process until each group member has written a supporting statement on each card.
6. Put the Claim Cards back in the center of the table.

## Round 2

1. Grab one Claim Card from the pile and stand up.
2. Find at least three other students who have the same claim as you and get into a group with them (if there are more than six people in your group, let your teacher know).
3. Look at all the supporting statements that were written for your claim. Decide which supporting statements are strongest (that is, they best support the claim).
4. Write the strongest supporting statements on the whiteboard so everyone can see them.

## Round 3

1. With the same group you were in for Round 2, consider any historical exceptions to your claim. What can you offer to refute the claim?
2. Add at least one refuting statement, what we often refer to as a counterclaim, on the board so everyone can see it.
3. Write both your strongest supporting statements and the exception to the claim as an exit ticket—be sure to explain your reasoning for choosing your supporting statements and refutations. Your teacher may also have you share your statements and counterclaim with the class.