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Additional Materials Needed
Ipads: to be distributed in Part 4 of workshop (front desk will have these.) These should be cued to open to Virtual Handout 1: http://project.wnyc.org/stop-frisk-guns/

Learning Goals
At the close of the workshop, students will be able to:
- Distinguish between evidence, analysis, and claims in a paragraph
- Articulate the relationship between the analysis of evidence and rhetorical claims
- Write a rhetorical claim based on the analysis of evidence

Overview
This workshop is comprised of four primary activities:
- Students receive definitions of evidence, analysis, and claims.
- Students close read models of E,A,C in order to identify E,A,C, and the relationship between the 3.
- Facilitator models the work of turning evidence into analysis and guides students as they analyze evidence and work as a group to generate claims.
- Students are presented with evidence to sift through, asked to independently write a claim and to support this claim with analysis.
Introduction

Begin by asking students where they have encountered the terms ‘evidence,’ ‘analysis,’ and ‘claims’ in their coursework. When have they used these things in their writing? Introduce these three things as the building blocks of argumentative writing. Frame this workshop as an occasion to distinguish between evidence, analysis and claims, and to better understand the relationship between the analysis of evidence, and rhetorical claims.

Part One: Defining Evidence, Analysis, and Claims

1. **Use the whiteboard to reproduce the definitions below.** Define and ensure students’ understanding of each term.

   - **Evidence** is the raw data that a writer analyzes in order to draw a conclusion.
     - Evidence can be quantitative (such as measurements, calculations or statistics),
     - Or qualitative (such as passages of text, images, and descriptions of direct observation of, for example, human behavior).

   - **Analysis** is the interpretation of evidence.
     - Analysis traces patterns in evidence and asks how/why questions about these patterns,
     - draws relationships (like cause and effect),
     - explains a writer’s findings, and
     - specifies what the writer thinks is important or significant about her evidence.
     - Analysis also demonstrates that the writer can apply the methodology of a given discipline.

   - A **claim** is a debatable idea, conclusion, or point of view supported by the analysis of evidence.
     - Claims can persuade, argue, assert, or even subtly suggest something to a reader.
     - Claims appear throughout a piece of writing, and at different levels of scale: in abstracts, executive summaries, and conclusions, and in the form of thesis statements and most topic sentences.

Part Two: Identifying and Understanding the Relationship Between Evidence, Analysis, and Claims in Writing

1. **Distribute Handout 1, “Model Evidence, Analysis, and Claims.”**

   For each text, ask a different student to read aloud before prompting the group to identify the E,A,C. (See Reference Sheet: Model Evidence, Analysis, and Claims.)

   - Pause periodically to ask students how they identified the E,A,C in each text, and to **observe, as a group, the interconnected relationship between the three.**
   - Thereby elicit the following close reading of each text:
Model Text 1:
- The writers analyze evidence of the poor economic situation in Nigeria, to make the claim that there is a cause-effect relationship between poverty in the region and high HIV rates.
- The evidence (in the form of numbers) provides support for their claim so that the claim reads as a reasoned, logical conclusion and not just opinion.
- The analysis (which draws a relationship between poverty and risk of HIV) explains to the reader how their evidence supports their claim and guides readers in how to evaluate this claim.

Model Text 2:
- The writer analyzes textual evidence (Fitzgerald’s repeated use of the word ‘time,’ and symbols of time,) to make a claim about the significance of this theme for the characters of the novel.
- The introductory claim helps to define the ultimate purpose of the writer’s analysis (to illustrate the importance of this theme to the novel) and helps him to determine what’s most appropriate to use as evidence (any reference to ‘time.’)
- His claim synthesizes his analysis into a logical conclusion.

2. Ask students to imagine what steps these writers had to take to analyze their evidence. Sample responses:
- They had to decide what evidence would be important to include, how to explain the importance of this evidence to the reader, and what claim this analysis of evidence would lead to.
- Also point out how the order of operations (EAC vs CAE) can go both ways, and take a moment to observe how the types of evidence that a writer analyzes will change, depending on the discipline within which they are writing.

Part Three: Analyzing Evidence to Make Claims

1. Distribute Handout 2: “Stop and Frisk Data: Part 1,” explaining to students that they are about to examine some raw data on Stop and Frisk stops in NYC.
- Explain that Stop and Frisk is a policy that allows police to stop “an individual…based on reasonable suspicion of criminal activity” and frisk “when the officer believes the individual poses an immediate threat to the officer or people in the immediate area”—and that the policy is a highly debated one.¹
- Have students imagine that they are judges in charge of examining this Stop and Frisk data.

2. Distribute Handout 3: “Evidence, Analysis, and Claims Chart.” Inform students that Handout 3 will serve as a place to record the group’s findings as they sift through this data. (See Reference Sheet: Evidence, Analysis, and Claims Chart.)

3. Starting with Figure 1, ask students how they would summarize this data. As students provide answers, record findings on board.

How would they summarize the data in Figure 2?
Work toward achieving a comprehensive list in the ‘Evidence’ column on Handout 3.

4. Now return to Figure 1.
Ask students what they find intriguing/noticeable about the data in Figure 1?
Figure 2?
What happens when they examine these graphs together?
Record responses, modeling for students the work of interpreting and turning evidence into analysis.

5. Now ask: given our preliminary analysis of this data, what claims can we begin to make about Stop and Frisk? Record responses.

Part Four: Writing Rhetorical Claims and Analysis based on Evidence

1. Handout Ipads/Virtual Handout 1: “Stop and Frisk Data: Part 2.” Ask students to consider how this new piece of evidence adds to/changes/pivots their analysis from Part 3.

2. Distribute Handout 4: “Analyzing Evidence to Write Claims.” Ask students to write a paragraph in which they analyze this evidence to make a new claim about Stop and Frisk. (See Reference Sheet: Analyzing Evidence to Write Claims.)

3. Peer review.
In pairs, have students read each other’s paragraphs, and discuss how effectively their analysis of evidence supports their claims.
Answer any remaining questions, as time permits. Collect Ipads. Wrap up.
1. 66% of the Nigerian population lives below the poverty line on less than US$1 a day; only 40% of households have access to portable water. Lack of proper diet and clean environment affect the health status of Nigerians and expose them to risk of infection by HIV. To compound this problem, young people assessing the poor economic circumstances in their homes often assume the responsibility of breadwinners by practicing homosexuality and prostitution, placing them at even higher risk of contracting HIV. For these reasons, the country’s poor economic conditions are directly connected to the region’s rising HIV rate.

2. In The Great Gatsby, Fitzgerald uses both repetition and symbolism to draw readers’ attention to the theme of time—and in particular, the past, for which his main characters yearn. The novel begins “In my younger and more vulnerable years…” and ends “borne back ceaselessly into the past.” Fitzgerald goes on to use some 450 time-words, including 87 appearances of the actual word ‘time.’ The Buchanan lawn is described as “jumping over sundials”; Gatsby knocks over a clock during his reunion with Daisy; and Klipspringer plays “In the meantime, In between time—.” The clock, sundial and frequent use of ‘time’ all reinforce for the reader the importance of the theme of time and the inevitability of time passing. Fitzgerald seems to want to remind the reader that time will always get in the way of Gatsby and his dreams, and his desire to return to the past—there’s no turning back the clock.

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Figure 1: NYPD Number of Stops vs. Frisks vs. Arrests per year, 2005-2008

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In 2006, 4% of stops of Whites, 5% of stops of Latinos and 4% of stops of Blacks resulted in arrests.

As of 2006, Whites comprised 44% of the population of New York City, while Latinos and African Americans comprised 28 and 25%, respectively.

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## Evidence, Analysis, and Claims Chart

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Analysis</th>
<th>Claim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Figure 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please use the following space for additional notes and writing:
After considering this new piece of evidence, please use the following space to write a paragraph in which you make a claim about NYPD’s Stop and Frisk Policy, and support that claim with the analysis of evidence:
Evidence
Analysis
Claim

1. 66% of the Nigerian population lives below the poverty line on less than US$1 a day; only 40% of households have access to portable water. Lack of proper diet and clean environment affect the health status of Nigerians and expose them to risk of infection by HIV. To compound this problem, young people assessing the poor economic circumstances in their homes often assume the responsibility of breadwinners by practicing homosexuality and prostitution, placing them at even higher risk of contracting HIV. For these reasons, the country’s poor economic conditions are directly connected to the region’s rising HIV rate.

2. In *The Great Gatsby*, Fitzgerald uses both repetition and symbolism to draw readers’ attention to the theme of time—and in particular, the past, for which his main characters yearn. The novel begins “In my younger and more vulnerable years...” and ends “borne back ceaselessly into the past.” Fitzgerald goes on to use some 450 time-words, including 87 appearances of the actual word ‘time.’ The Buchanan lawn is described as “jumping over sundials”; Gatsby knocks over a clock during his reunion with Daisy; and Klipspringer plays “In the meantime, In between time—.” The clock, sundial and frequent use of ‘time’ all reinforce for the reader the importance of the theme of time and the inevitability of time passing. Fitzgerald seems to want to remind the reader that time will always get in the way of Gatsby and his dreams, and his desire to return to the past—there’s no turning back the clock.

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Evidence, Analysis, and Claims Chart

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| Figure 1 | For 2005-2008:  
• # of stops and frisks is increasing every year  
• # of arrests not increasing/remains low. | • The # of stops and frisks is not correlated with arrest rate. | • The NYPD’s use of stop and frisk is on the rise.  
• Though the number of stops and frisks has increased in the years 2005-2008, the arrest rate has remained extremely low, signaling that the Stop and Frisk Policy is an ineffective one. |
| Figure 2 | For 2005-2008:  
• 80.9% of stops were of Blacks and Latinos (1,333,995)  
• 10.8% of stops were of Whites (177,290)  
• 2.9% of stops were of Asians/Pacific Islanders (47,160)  
• .4% of stops were of American Indians (6,347)  
For 2006:  
• 4% of stops of Whites, 5% of stops of Latinos, and 4% of stops of Blacks resulted in arrests.  
• 44% of NYC population was White, 28% was Latino, 25% was Black | • Blacks and Latinos are stopped 8x more than Whites  
• % of stops resulting in arrests is about the same for Blacks, Latinos, and Whites  
• % of whites in NYC much higher than % of Blacks/Latinos in NYC, yet this doesn’t seem correlated with % of stops. | • Stop and Frisk is a racially discriminatory and ineffective policy: police officers stop Blacks and Latinos 8 times more frequently than Whites, yet the arrest rate remains extremely low for all of these individuals.  
• Black and Latino individuals are more likely to get stopped by police officers than individuals of any other demographic.  
• The disparity in the percentages of individuals stopped by race is even more vast when compared to the relative populations of these groups in NYC.  
• Based on this data, relatively equal arrest rates for all racial groups fail to account for the striking disparity in stops of Blacks and Latinos versus Whites. |
Analyzing Evidence to Write Claims

After considering this new piece of evidence, please use the following space to write a paragraph in which you make a claim about NYPD’s Stop and Frisk Policy, and support that claim with the analysis of evidence.

Sample response:

NYPD’s Stop and Frisk policy is clearly ineffective when it comes to combating crime. The policy’s goal is to eliminate gun violence through stops and frisks. However, recent data clearly shows that stop rate is not correlated with gun recovery rate. Additionally, areas with frequent stops are more heavily populated with blacks and Hispanics; yet these are not the areas where gun recovery rates are highest. The data clearly shows that Stop and Frisk is not only an ineffective policy, but also, a racially discriminatory practice.

(Alternatively: Some may argue that because stops and frisks occur frequently in these areas, people are less likely to carry guns in these areas, which makes the policy an effective one.)