

CLAIM TESTING: GLOBALIZATION

Purpose

Reading and writing depend on the ability to identify arguments and supporting evidence—only by understanding this can you identify a main idea in a text or build out main ideas in your own writing. This activity is the final in the claim-testing series, and as in the previous ones in this series, you'll repeat the practice of creating supporting statements, evaluating evidence, and identifying disconfirming ideas. This activity ends with an opportunity to create your own claim and supporting evidence to assess the pros and cons of globalization. At this point, you'll demonstrate your command of claim testing and be able to apply it to your own reading and writing.

Process

In this claim-testing activity, you are given four claims about globalization. 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).

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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. Present both your strongest supporting statements and the exception to the claim to the class—be sure to explain your reasoning for choosing your supporting statements and refutations.

Once you are done, write a two-paragraph mini-essay using one of the claims as a thesis statement. Then, use a few of the best supporting statements as evidence to support your thesis claim. Be sure to acknowledge the counterclaim or refuting statements in your mini-essay. For example:

- You might begin your mini-essay by stating the claim.
- Then, you should use the supporting statements you've identified as being the strongest to explain why this claim (thesis) is correct.
- Next, you'll acknowledge the counterclaim by including the strongest refuting statement you identified in the activity.
- Finally, you'll provide evidence to refute the counterclaim, which will then add another level of support to your claim (thesis).

This will help you learn the best way to use supporting statements as evidence for a thesis statement, and how to acknowledge counterclaims in essay writing. Be prepared to share these with your class and teacher.